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ABSTRACT

This document provides examples of the work of the Department of Education's Rural Education Committee during FY84, beginning with its FY84 management plan. Next, "A Rural Education Policy for the 80s," a speech presented by Assistant Secretary for Vocational and Adult Education and chair of the Rural Education Committee, Dr. Robert M. Worthington, to the 75th Annual Conference of the Rural Education Association is given, as is his keynote address, "Building Partnerships in Rural Education," to the Seventh Annual Conference of People United for Rural Education. The conference agenda is provided for the Department of Education sponsored national conference, "Building Partnerships for Quality Education in Rural America," held in June in Washington, D.C.; the list of participants and conference planning committee follows. "Partnerships in Action," distributed at that conference, lists 21 examples of rural partnership programs. Secretary of Education T.H. Bell's 11-page speech to the conference is included, as well as Assistant Secretary Worthington's opening and closing addresses. The document closes with the Rural Education Committee's FY85 management plan, which reviews the Committee's accomplishments in FY84 and sets objectives for FY85 (including holding another national forum, developing a research and demonstration project agenda, and preparing briefing papers on major issues). (BRR)

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REPORT TO THE SECRETARY ON THE DEPARTMENT OF EDUCATION'S RURAL EDUCATION ACTIVITIES: FISCAL YEAR 1984 VOLUME II.

Prepared by:
The Intra-Agency Committee on Rural Education

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on Rural Education

REPORT TO THE SECRETARY ON THE DEPARTMENT OF EDUCATION'S RURAL EDUCATION ACTIVITIES: FISCAL YEAR 1984

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FISCAL YEAR 1984 MANAGEMENT PLAN FOR THE DEPARTMENT OF EDUCATION

RURAL EDUCATION COMMITTEE

I. INTRODUCTION

A. Review of Fiscal Year 1983 Accomplishments

1. Establishment of schedule of regular meetings, operating procedures, and subcommittees.
2. Briefing of full Committee by each Committee member on the rural education activities of the office that he/she represents.
3. Coordination of ED rural education actities.
4. Submission of a comprehensive report to the Secretary on rural education.
5. Development of a Departmental policy declaration in support of rural education that was signed by the Secretary on August 23.
6. Establishment of linkages with major organizations and other Federal agencies involved in rural education.
7. Support of the Department's efforts to promote excellence in rural education.
8. Review of regulations and legislation for rural education equity.
9. Provision of national leadership for vocational education.

B. Possibilities and Opportunities

1. To establish the REC as the authoritative voice on broad issues relating to the policies and procedures of the Department of Education.
2. To establish the REC as the communications and coordination link among the various offices within the Department and between the Department of Education and other Federal agencies relating to rural education.
3. To establish the REC as an in-house "think tank" on rural education.
4. To establish the REC as the principal means by which the Department provides national leadership and direction in rural education.
5. To significantly improve the delivery of educational services to rural communities in terms of both quantity and quality.
6. To upgrade the knowledge and expertise of the Department managers and staff concerning issues relating to the delivery of educational services to rural Communities.

II. Management Plan

FY 1984

A. Objectives

MONTH OF COMPLETION

	J	A	S	O	N	D	J	F	M	A	M	J
1. Participate in the planning and conducting of the 1984 National Rural Education Conference to be sponsored by the Department.												
(a) Appoint a National Conference Planning Committee.		a										
(b) Establish a means by which regularly scheduled reports by the Planning Committee are given to the REC.		a										
(c) Recommend that the Secretary issue a proclamation on Rural Education that announces the Conference and includes references to the Department's efforts to promote excellence in rural education							j					
(d) Conduct Conference											m	
(e) Prepare and distribute a report on the proceedings of the Conference.												j
2. Prepare an analysis of the report of the Commission on Excellence to determine its implications.												
(a) Establish a subcommittee to prepare the analysis and recommendations.		a										
(b) Develop position on promoting excellence in rural education using analysis of Commission's report as basis						d						
3. Represent the Department and make presentation at the 1984 Annual Rural Education Association Conference.				o								

	MONTH OF COMPLETION											
	J	A	S	O	N	D	J	F	M	A	M	J
4. Prepare articles on rural education for publication in REA newsletter.												
(a) Write article for each issue of "REA News"		a			n			f			m	
(b) Obtain and distribute copies of newsletters to members of REC and ED managers.												
5. Analyze the Rural Development Policy prepared by the USDA to determine potential for Interagency coordination.												
(a) Determine what role for rural education has been identified in the policy statement.					n							
(b) Contact the appropriate USDA officials to apprise them of the Department's rural education initiative and to set up a meeting with the REC to explore possible areas for coordination.						d						
(c) Invite the USDA to send a representative to make a presentation to the REC on the policy statement.								f				
(d) Offer to send a representative to the USDA to make a presentation on the Department's rural education initiative and the REC.						d						
6. Coordinate the Department's Efforts to Respond to the FICE study on Rural Education.												
(a) Recommend that each Assistant Secretary establish an ad hoc Committee chaired by the the REC representative to collect data to complete survey.		a										
(b) ED offices submit their respective resources to the REC.								f				
(c) The REC compiles the submissions from the various offices and forwards them to FICE through the Office of the Secretary.											m	

	MONTH OF COMPLETION											
	J	A	S	O	N	D	J	F	M	A	M	J
(c) REC act as a clearinghouse and resource to resolve issues arising during the completion of the survey.								f				
7. Complete 1984 Update Report to the Secretary.												
(a) Revise survey form as necessary.												
(b) Compile report.											m	
(c) Make available to the public via ERIC.												j
(d) Include with report comparative analysis contrasting the report with its predecessors.												
(e) Use as resource in developing resource directory on rural education within the department.												
(f) Provide a copy to each ED staff unit, major organizations and member agencies of FICE.												
(g) Use as resource in responding to the FICE survey.												
B. Operational Procedure and Organizational Structure												
1. Operational Procedure												
(a) Meeting schedule continue bi-monthly.				o		d		f		a		j
(b) Continue to use subcommittees appointed by the Chair.												
(c) Once appointed, each subcommittee should prepare and submit within ten working days a plan of work for carrying out its assignment including a schedule of meetings.												
(d) The subcommittee chair is responsible for calling meetings and providing rooms and clerical support.												

(e) Designate Committee Staff as an ex-officio member of each subcommittee.

(f) Individuals other than REC members may be asked to serve on subcommittees.

2. Organizational Structure

(a) Maintain the current management and staff structure.

(b) Appoint official of major organizations and other appropriate agencies as adjunct members of REC.

A RURAL EDUCATION POLICY FOR THE 80's

BY

DR. ROBERT M. WORTHINGTON
ASSISTANT SECRETARY FOR
VOCATIONAL AND ADULT EDUCATION

BEFORE THE
SEVENTY-FIFTH ANNUAL CONFERENCE
RURAL EDUCATION ASSOCIATION

MANHATTAN, KANSAS
OCTOBER 17, 1983

A Rural Education Policy for the 80's

It is a personal pleasure, and professional privilege, to again address the Annual Conference of the Rural Education Association - the 75th Annual Conference of one of the oldest and most effective rural education advocacy organizations in existence. In speaking at your conference last year in Rockport, Maine, I stated my conviction that your organization, and its members, are *important* to the future of this country and represent much of what is *good*, *strong*, *enduring* and *promising*, both in our society and in our educational system. My continued association with your organization's leaders during the past year, and my frequent review of your objectives and activities through the REA Newsletter and other communications have only served to strengthen that conviction. We sincerely appreciate your effectiveness in providing leadership to and in representing rural education, its schools, its teachers, its administrators, and its state and regional agencies. I am also more aware of the complexity of your task. As Mary B. Livingston, Instructional Specialist with the Utah State Department of Education, told us at the AASA Annual Legislative Conference in Washington last month, "Being a small school administrator is like trying to put sox on an octopus."

I bring you the warm greetings and best wishes of Secretary Bell. I join him in congratulating you on the excellent work that your organization is doing in rural America. You have proven to be an enduring voice for rural education in the continuing national debate on the education policies that this country should adopt in the pursuit of excellence in education. We are pleased with the cooperative working relationship that has developed between the REA and the Department of Education.

WE PLAN TO ANNOUNCE TODAY, ON BEHALF OF SECRETARY BELL, THE ISSUANCE OF A DEPARTMENT OF EDUCATION RURAL EDUCATION POLICY STATEMENT. ALTHOUGH THAT ANNOUNCEMENT, AND THE CONTENT OF THE POLICY STATEMENT, WILL BE THE MAJOR FOCUS OF MY REMARKS TODAY, I WOULD ALSO LIKE TO COVER TWO OTHER TOPICS. FIRST, I WILL BRIEFLY DISCUSS SOME OF THE CHARACTERISTICS OF RURAL AMERICA AND RURAL EDUCATION WHICH CONFRONT US IN THE 80'S AND, SECOND, REVIEW WITH YOU A FEW OF THE WAYS WE ARE ADDRESSING THOSE ISSUES AND NEEDS.

THE 1980 CENSUS REVEALED THAT THE RURAL POPULATION OF THIS COUNTRY IS A SIZABLE ONE: 59.5 MILLION AMERICANS. AS DEFINED IN THE 1980 CENSUS, THE RURAL POPULATION COMPRISES ALL PERSONS LIVING OUTSIDE URBANIZED AREAS IN THE OPEN COUNTRY OR IN COMMUNITIES WITH LESS THAT 2500 INHABITANTS. IT ALSO INCLUDES THOSE LIVING IN AREAS OF EXTENDED CITIES WITH A POPULATION DENSITY OF LESS THAN 1000 INHABITANTS PER SQUARE MILE. THIS, INCIDENTALLY, IS THE DEFINITION OF THE RURAL POPULATION THAT IS USED IN THE DEPARTMENT'S RURAL EDUCATION POLICY STATEMENT. WE HAVE EXPERIENCED DURING THE LAST DECADE THE LARGEST GROWTH IN OUR RURAL POPULATION IN ANY DECADE IN ONE HUNDRED YEARS. THE RURAL POPULATION INCREASED FROM 53.6 MILLION MEN, WOMEN, AND CHILDREN IN 1970 TO 59.5 MILLION IN 1980 - A GROWTH RATE OF 11.1%.

STRANGE AS IT MAY SEEM, A SIGNIFICANT PORTION OF THE GROWTH IN URBAN AREAS IS ACCOUNTED FOR BY THE GROWTH IN RURAL AREAS. DUE TO THE PHENOMENAL GROWTH IN OUR RURAL POPULATION, MANY RURAL COMMUNITIES EXPERIENCED A POPULATION GROWTH THAT PUSHED THEM OVER THE MAGIC 2500 MARK, AND THEY WERE NO LONGER "RURAL" as defined in the 1980 Census. Moreover, real growth, that is, growth in the total area of land considered urban and the accompanying growth in population, was often due to the annexation of rural areas by incorporated places of 2500 or more population. All of the growth in our rural population was due to growth in the nonfarm population. The farm population actually declined in the 1970's. This has major implications for the education and rural development strategies that we should employ for the 1980's.

In spite of this tremendous growth in our rural population, rural America continues to experience a disproportionate share of the educational and economic deprivation that exists in this country. Though there have been gains made in these areas over the last decade, rural communities continue to lag behind the rest of America in educational achievement and economic well-being. While the poverty rate rose from 10.7 to 11.9 in metro areas, it rose from 13.4 to 15.4 in rural areas. These characteristics often contribute to our rural "image problem." In many people's minds, "rural" too often connotes a lack of ability, a lack of culture, or a lack of other qualities rather than a viable alternative to an urban setting. That connotation is unfortunate, is untrue, and it must be countered with fact. Rural America is very heterogeneous.

The term rural also implies small communities and low population densities. This means greater isolation and greater difficulty in delivering services, whether they are health services, educational services or regional development.

Rural schools (67% of all schools) and rural students (33% of all students) experience distinct educational problems and exist in unique subcultures. Rural schools characteristically have higher attrition rates and lower achievement levels than their urban counterparts. Although rural areas are rapidly growing in population their tax bases are not. Even though rural schools commit greater percentages of their local resources to education, rural services cost more than comparable services in urban areas because of expensive transportation requirements in remote, sparsely populated areas, scarcity of professional resources, and a whole host of other factors. These are facts of rural life. Rural development is inhibited by limited support services, limited levels of available professional expertise and limited role models and exposures for young people.

However, on the plus side, rural America enjoys a richer and more deeply rooted cultural heritage and stability than transient urban centers. Rural Americans are characteristically sensitive, responsible and caring, and among the finest people anywhere. Rural America has a tremendous number of positive qualities and may, in fact, be the best place to live and to raise a family.

I could, and perhaps should, say much more about the uniqueness of rural America and the importance of rural education but I will move on to a brief review and update on our Department of Education activities in support of rural education. In early Fiscal Year 1982, we created the Department's Intra-Agency Committee on Rural Education as our response to Section 206 of the Department of Education Organization Act (P.L. 96-88). Section 206 directed the Assistant Secretary for Vocational and Adult Education to "provide a unified approach to rural education and rural family education through the coordination of programs within the Department and to work with the Federal Interagency.

COMMITTEE ON EDUCATION (FICE) TO COORDINATE RELATED ACTIVITIES AND PROGRAMS OF OTHER FEDERAL DEPARTMENTS AND AGENCIES." THE COMMITTEE CONSISTS OF REPRESENTATIVES FROM THE 14 PRINCIPAL OFFICES OF THE DEPARTMENT. I CHAIR THE COMMITTEE WITH DR. DUANE M. NIELSEN SERVING AS VICE-CHAIR. WE ESTABLISHED A BI-MONTHLY SCHEDULE OF REGULAR MEETINGS, WITH DETAILED TIMELINES AND A MANAGEMENT PLAN FOR OUR ACTIVITIES. A REGULAR FEATURE OF EACH MEETING HAS BEEN AN IN-DEPTH, DETAILED PRESENTATION BY ONE OF THE 14 PRINCIPAL OFFICES ON ITS RURAL EDUCATION ACTIVITIES. THESE REPORTS ARE DISCUSSED AND ANALYZED FOR POTENTIAL COORDINATION AND FOR OVERLAP OR REDUNDANCY IN RURAL EDUCATION ACTIVITIES.

A SYSTEM OF SUBCOMMITTEES WAS DEVELOPED TO PERFORM SPECIFIC TASKS AND TO HELP COORDINATE RURAL EDUCATION ACTIVITIES. THESE INCLUDED DEVELOPING A RESOURCE DIRECTORY OF RURAL EDUCATION CONTACTS WITHIN THE DEPARTMENT, COMPILING INFORMATION ON RURAL EDUCATION ACTIVITIES, AND REVIEWING LEGISLATION, REGULATIONS AND PROCUREMENT ACTIVITIES FOR THEIR EMPHASIS ON RURAL EDUCATION. LINKAGES AND CONTINUING COMMUNICATIONS WERE ESTABLISHED WITH MAJOR ORGANIZATIONS IN RURAL EDUCATION, SUCH AS, THE RURAL EDUCATION ASSOCIATION. I HAVE THOROUGHLY ENJOYED MY CONTACTS WITH ROY BRUBACHER, JIM JESS, JOE NEWLIN, AND OTHERS OF YOU WHO ARE IN THE AUDIENCE HERE TODAY. OF COURSE A MAJOR COMMITTEE ACTIVITY WAS THE INITIATION OF WORK ON THE DEPARTMENT'S RURAL EDUCATION POLICY STATEMENT. A SPECIAL SUBCOMMITTEE WAS CREATED TO ASSIST WITH THAT TASK.

WE HAVE CONTINUED THESE INITIATIVES THROUGHOUT FISCAL YEAR 1983. SOME OF YOU HAVE ATTENDED OUR REGULAR BI-MONTHLY MEETINGS AND WE HOPE YOU WILL CONTINUE TO DO SO. MINUTES OF EACH MEETING ARE ROUTINELY SENT TO DR. NEWLIN AND HE, IN TURN, SHARES THEM WITH THE REA EXECUTIVE COMMITTEE. THE WORK OF THE SUB-

COMMITTEES CONTINUES AND WE HAVE COMPLETED THE FIRST SERIES OF IN-DEPTH, DETAILED REPORTS BY EACH OF THE 14 PRINCIPAL OFFICES ON THEIR RURAL EDUCATION ACTIVITIES. THE REPORT OF THE OFFICE OF POSTSECONDARY EDUCATION WAS SUMMARIZED IN THE LATEST ISSUE OF REA NEWS. DR. NIELSEN ADDRESSED THE FEBRUARY CONFERENCE OF PEOPLE UNITED FOR RURAL EDUCATION AND CONTINUES TO WORK CLOSELY WITH NUMEROUS ORGANIZATIONS AND INDIVIDUALS INVOLVED IN RURAL EDUCATION.

WE HAVE DEVELOPED THE DEPARTMENT'S "RURAL EDUCATION AND RURAL FAMILY EDUCATION POLICY FOR THE 80'S" WHICH WAS RECENTLY APPROVED AND SIGNED BY SECRETARY BELL. I HAVE APPOINTED A PLANNING COMMITTEE FOR A NATIONAL RURAL EDUCATION CONFERENCE WHICH, I AM PLEASED TO ANNOUNCE, WILL BE SPONSORED BY THE DEPARTMENT OF EDUCATION AND HELD IN WASHINGTON, D.C., IN THE SPRING OF 1984. SEVERAL OF YOU HAVE BEEN INVITED TO SERVE ON THAT COMMITTEE, INCLUDING YOUR EXECUTIVE DIRECTOR JOE NEWLIN AND YOUR 1983-84 PRESIDENT JIM JESE. THIS 27 MEMBER PLANNING COMMITTEE WILL BE CHAIRED BY DR. NIELSEN AND WILL HOLD ITS FIRST MEETING IN WASHINGTON ON OCTOBER 27 AND 28. THE FUNDING FOR PLANNING AND CONDUCTING THE CONFERENCE WILL BE PROVIDED THROUGH MY OFFICE.

WE CONTINUE TO WORK WITH THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE) THROUGH THE SUBCOMMITTEE ON RURAL EDUCATION WHICH I CHAIR. OUR STAFF HAS COMPLETED A STUDY DESIGN AND INSTRUMENTS FOR FIELD TESTING. DATA WILL BE COLLECTED FROM ALL FEDERAL AGENCIES ON ALL FEDERALLY FUNDED RURAL EDUCATION ACTIVITIES. THE DATA WILL BE COMPILED INTO AN INVENTORY OF SUCH PROGRAMS. AND AN ANALYSIS AND REPORT WILL BE AVAILABLE IN LATE 1984.

THE SUMMARY OF THE DEPARTMENT'S 1983 RURAL EDUCATION ACTIVITIES IS NEARING COMPLETION AND I WILL PRESENT IT TO SECRETARY BELL WITHIN THE NEXT FEW DAYS.

THIS COMPILATION OF FY 1983 INITIATIVES INCLUDES HUNDREDS OF PROJECTS RELATED TO RURAL EDUCATION FUNDED THROUGH PROGRAMS ADMINISTERED BY THE VARIOUS OFFICES OF THE DEPARTMENT.

I HAVE APPROVED THE 1984 MANAGEMENT PLAN FOR THE DEPARTMENT'S RURAL EDUCATION COMMITTEE. THE MAJOR OBJECTIVES OF THE PLAN ARE: 1) PREPARATION OF AN ANALYSIS OF THE REPORT OF THE COMMISSION ON EXCELLENCE TO DETERMINE ITS IMPLICATIONS FOR RURAL EDUCATION; 2) COORDINATION OF THE DEPARTMENT'S EFFORTS TO RESPOND TO THE RURAL EDUCATION SECTION OF THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE) STUDY ON EDUCATION; 3) PREPARATION OF AN ANALYSIS OF THE RURAL DEVELOPMENT POLICY PREPARED BY AN ADVISORY GROUP TO THE DEPARTMENT OF AGRICULTURE TO DETERMINE THE POTENTIAL FOR INTERAGENCY COORDINATION; 4) IMPLEMENTATION OF 1984 NATIONAL RURAL EDUCATION CONFERENCE; AND 5) CONTINUED COORDINATION OF THE DEPARTMENT'S RURAL EDUCATION INITIATIVES.

MY RESPONSIBILITIES AS CHAIR OF THESE TWO COMMITTEES IS DEPARTMENT WIDE, HOWEVER MY MAJOR RESPONSIBILITY IS TO SERVE AS THE DEPARTMENT'S ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION. CONSEQUENTLY, I WOULD LIKE TO TAKE A FEW MINUTES TO SHARE WITH YOU THE RURAL EDUCATION EMPHASES WE HAVE UNDERWAY IN OUR OWN OFFICE OF VOCATIONAL AND ADULT EDUCATION. OUR RURAL EDUCATION INITIATIVE IS DESIGNED TO ACCOMPLISH THE FOLLOWING OBJECTIVES: (1) TO SUPPORT AND IMPLEMENT THE DEPARTMENT'S RURAL EDUCATION POLICY DECLARATION; (2) TO IDENTIFY AN APPROPRIATE RESEARCH AND DEMONSTRATION AGENDA FOR RURAL VOCATIONAL AND ADULT EDUCATION; (3) TO UPGRADE THE QUALITY AND QUANTITY OF INFORMATION GENERATED CONCERNING ISSUES IN RURAL VOCATIONAL AND ADULT EDUCATION; (4) TO FOSTER A UNIFIED APPROACH WITHIN THE DEPARTMENT OF ISSUES RELATING TO RURAL VOCATIONAL AND ADULT EDUCATION; (5) TO CREATE AN EFFECTIVE VOICE FOR RURAL EDUCATION IN POLICY DEVELOPMENT AND OTHER DELIBERATIONS GOVERN-

ING THE OPERATION OF ADULT AND VOC ED. PROGRAMS AND; (6) TO IMPROVE INTERAGENCY COMMUNICATION AND COOPERATION IN THE OPERATION OF ADULT, VOCATIONAL AND OTHER EMPLOYMENT TRAINING PROGRAMS FOCUSING ON RURAL COMMUNITIES WITH EFFORTS DESIGNED TO PROMOTE THE ECONOMIC WELL-BEING OF THESE COMMUNITIES.

TO ACCOMPLISH THESE GOALS, WE ARE INITIATING THE FOLLOWING ACTIVITIES AS PART OF A MULTI-YEAR PLAN OF ACTION: (1) THE ESTABLISHMENT OF AN INHOUSE CLEARINGHOUSE ON RURAL VOCATIONAL AND ADULT EDUCATION TO WORK COOPERATIVELY WITH MAJOR RURAL EDUCATION CLEARINGHOUSES, SUCH AS, THE ERIC-CRESS; (2) CONTINUATION OF RURAL EDUCATION STAFF SUPPORT WITHIN THE SPECIAL PROGRAMS BRANCH OF OUR DIVISION OF INNOVATION AND DEVELOPMENT; (3) THE AUTHORING OF ARTICLES AND INFORMATION PAPERS FOR USE IN DECISION-MAKING, BOTH WITHIN THE DEPARTMENT AND ON THE STATE AND LOCAL LEVELS; (4) CONTINUED COLLABORATION WITH APPROPRIATE OFFICIALS IN THE DEPARTMENTS OF AGRICULTURE, INTERIOR, AND LABOR AND OTHER AGENCIES RELATING TO RURAL EDUCATION; AND (5) THE CONTINUED PURSUIT OF COLLECTIVE RELATIONSHIPS WITH MAJOR ORGANIZATIONS, SUCH AS REA, THAT FOSTER INFORMATION-SHARING AND INPUT TO OUR RURAL EDUCATION PLANNING AND PROGRAM DEVELOPMENT.

FINALLY, IT IS A DISTINCT PLEASURE FOR ME TO OFFICIALLY ANNOUNCE THE RECENTLY APPROVED DEPARTMENT OF EDUCATION POLICY STATEMENT ON RURAL EDUCATION. IT IS APPROPRIATE THAT THIS ANNOUNCEMENT SHOULD BE MADE AT THE 75TH ANNUAL CONFERENCE OF THE RURAL EDUCATION ASSOCIATION.

SOME OF YOU HAVE EITHER RECEIVED OR WILL SOON RECEIVE ONE OF THE OVER 150 PERSONAL LETTERS I HAVE WRITTEN TRANSMITTING THE POLICY STATEMENT TO RECOGNIZED LEADERS IN RURAL EDUCATION. I WISH I COULD HAVE SENT A PERSONAL COPY TO EACH OF YOU. IT WILL BE INCLUDED IN THE NEXT ISSUE OF REA NEWS AND IN OTHER RURAL EDUCATION NEWSLETTERS AND RELEASES. SIGNED BY SECRETARY BELL ON AUGUST 23, THIS DECLARATION OF POLICY ESTABLISHES THE OFFICIAL POSITION OF THE DEPARTMENT IN SUPPORT OF RURAL EDUCATION. IT READS AS FOLLOWS:

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE SECRETARY

Rural Education and Rural Family Education Policy for the 80's

The Department of Education recognizes the unique and valuable contributions rural America has made to both the social and economic development of our country. In recent decades, however, the changing dynamics of our urban centers have forced public policy decisions which tend to emphasize solutions to urban concerns rather than rural concerns; this despite the fact that over one-fourth of all Americans still live -- and are educated -- in areas described as "rural."* While the Department of Education remains committed to programs that help urban youth and adults, it is appropriate that we strengthen our efforts to provide programs that address the educational needs of rural and small town youth and adults. Those educated in rural areas must be provided with the basic educational tools necessary to enter an increasingly complex workforce. Rural educators ask no more than "equity" in their attempts to work within the Federal and State education structures to assure rural and small town youth and adults equal educational opportunities. To meet this goal, the Department of Education adopts the following policy:

> RURAL EDUCATION SHALL RECEIVE AN EQUITABLE SHARE OF THE INFORMATION, SERVICES, ASSISTANCE AND FUNDS AVAILABLE FROM AND THROUGH THE DEPARTMENT OF EDUCATION AND ITS PROGRAMS.

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* As defined in the 1980 census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1000 inhabitants per square mile.

To the extent that resources are available, the Department of Education is prepared to take the following initiatives in this regard:

- The Department will assist educators and administrators on all levels interested in developing outreach and volunteer programs with the active support and interaction of parents, teachers, civic groups and the business community to improve the delivery of educational services to rural communities.

- The Department will work to expand the data base on the condition of education in rural areas, and will provide the necessary technologies to disseminate information relevant to curriculum, organization, personnel and support services needed for educational institutions serving rural communities. Data collection will focus on information relating to regional designations; goals of rural education and rural family education; surveys of rural curricula; test score comparisons; tax base/student ratios; characteristics of effective rural programs and institutions; and descriptions of intermediate service agency delivery systems. To disseminate information to educational institutions and programs serving rural communities, including rural school districts, the Department will utilize State Departments of Education; ERIC/CRESS; the Rural Education Association; other professional and service organizations; national advisory councils; youth organizations; intermediate units; American Education Magazine; and, county and local agencies.

- The Department, with appropriate control staff, will closely monitor Education program regulations, eligibility and evaluation criteria, subregulatory directives and administrative policies to insure equity for all LEAs regardless of size, location or condition. Monitoring will focus on reducing complexity of criteria for funding; reducing complexity of application and reporting procedures and forms; and reducing unrealistic requirements in general while insuring competent and enlightened staff monitoring.

- The Department will assist in identifying and developing special programs available for handicapped individuals located in rural areas.

- The Department will provide personnel to coordinate the consolidation of available research on shortages and additional needs for analysis by the Secretary's Rural Education Committee. Research will focus on effective practices and characteristics of effective rural programs and projects.

- The Department will include rural institutions in demonstration and pilot projects, and will involve cross sections of rural communities in educational technology planning.

- The Department will provide consultative and technical assistance to rural educational entities as a means to improve the quality of education in rural areas. To facilitate communications, the Department will support initiatives such as an annual national forum; a monthly newsletter; and utilization of extension services and existing organizations for dissemination of information.

- The Department will assist in improving public sector/private sector collaboration by coordinating networks at local, regional, State and Federal levels.
- The Department will assist rural education in improving the achievement of black students, American Indian students, children of migrant workers and other minorities. To this end, the Department will focus on data concerning rates of graduation from high school and college, including secondary and postsecondary vocational institutions and programs; gains in functional literacy, changes in college enrollment and achievements in adult education.
- The Department will assist individuals and families living in rural areas with family education programs and services through vocational home economics education, an established delivery system, as a means of improving quality of rural family education.

AUG 23 1983

T. H. Bell
Secretary of Education

WHAT I HAVE JUST READ TO YOU IS MORE THAN A POLICY STATEMENT. IT IS OUR COMMITMENT TO THE CAUSE IN WHICH YOU AS AN ORGANIZATION, AND AS INDIVIDUALS, BELIEVE DEEPLY AND HAVE INVESTED HEAVILY. THIS IS OUR PLEDGE TO JOIN YOU IN THAT CAUSE TO THE FULLEST EXTENT TO WHICH OUR RESOURCES WILL PERMIT. I HOPE THAT OUR PERFORMANCE HAS EARNED, AND WILL CONTINUE TO DESERVE YOUR CONFIDENCE AND RESPECT. WE ARE GOING TO HELP YOU "PUT THE SOX ON THAT OCTOPUS".

IT HAS BEEN A PLEASURE TO BE HERE WITH YOU. THANK YOU FOR INVITING ME.

BUILDING PARTNERSHIPS IN RURAL EDUCATION

BY

DR. ROBERT M. WORTHINGTON
ASSISTANT SECRETARY FOR
VOCATIONAL AND ADULT EDUCATION

KEYNOTE ADDRESS BEFORE THE
SEVENTH ANNUAL CONFERENCE
PEOPLE UNITED FOR RURAL EDUCATION

DES MOINES, IOWA
FEBRUARY 2, 1984

BUILDING PARTNERSHIPS IN RURAL EDUCATION

It is with particular pride and pleasure that I address you today as keynote speaker at this the 7th Annual Conference of People United for Rural Education, one of the most effective rural education advocacy organizations in existence. Last year, Dr. Duane Nielsen, of my staff, spoke at your 6th Annual Conference. He stated our conviction that your organization and its members are playing an important role in efforts to improve the delivery of educational services in rural communities. We share your view that education is primarily a State and local responsibility and that the proper role of the Federal government is to participate in partnerships developed on the State and local levels between school boards, administrators, parents, teachers, students, community organizations and the private sector that are designed to promote educational excellence. We sincerely appreciate your effectiveness in providing leadership to and in representing the views of parents and others in rural America relating to rural education, its schools, its teachers, its administrators, and its State and regional agencies. The leadership and support of organizations and their members, such as, PURE, have been critical to the success that we have achieved in promoting the interests of rural education over the years, including the development and issuance of a National Rural Education Policy Statement by the Department of Education. That leadership and support must continue if we are to achieve even greater success in the future.

I BRING YOU THE WARM GREETINGS AND BEST WISHES OF SECRETARY BELL. I JOIN HIM IN CONGRATULATING YOU ON THE EXCELLENT WORK THAT YOUR ORGANIZATION IS DOING IN RURAL AMERICA. YOU ARE PROVING TO BE AN ENDURING VOICE FOR RURAL EDUCATION IN THE CONTINUING NATIONAL DEBATE ON WHICH EDUCATION POLICIES SHOULD THIS COUNTRY ADOPT IN THE PURSUIT OF EXCELLENCE IN EDUCATION. WE ARE PLEASED WITH THE COOPERATIVE WORKING RELATIONSHIP, THE PARTNERSHIP, THAT HAS DEVELOPED BETWEEN PURE AND THE DEPARTMENT OF EDUCATION. AS MANY OF YOU KNOW, ON BEHALF OF SECRETARY BELL, I ANNOUNCED LAST OCTOBER 17 THE ISSUANCE OF A DEPARTMENT OF EDUCATION RURAL EDUCATION POLICY STATEMENT. THE ANNOUNCEMENT WAS MADE AT THE 75TH ANNUAL CONFERENCE OF THE RURAL EDUCATION ASSOCIATION WHICH WAS HELD IN MANHATTAN, KANSAS. A COHERENT ARTICULATION OF NATIONAL POLICY ON RURAL EDUCATION BY THE FEDERAL GOVERNMENT HAS BEEN LONG OVERDUE AND IS AN ACTION THAT RURAL EDUCATORS AND OTHERS COMMITTED TO IMPROVING EDUCATION IN RURAL COMMUNITIES HAVE LONG ADVOCATED. WE ARE PROUD THAT WE HAVE BEEN ABLE TO CONTRIBUTE TO THE DEVELOPMENT AND ISSUANCE OF THE POLICY STATEMENT. INDICATIVE OF THE DEDICATION THAT EXISTS IN RURAL AMERICA TO EDUCATION AND THE SERIOUSNESS OF THE COMMITMENT TO IT THAT THOSE PRESENT HAD, THE ANNOUNCEMENT WAS GREETED WITH A STANDING OVATION.

Issuance of the policy statement is only one step, though an important one for sure, in efforts at the Federal level to foster partnerships in rural education as a means to promote the increase in quantity and quality of education in rural areas. As you know, President Reagan on last October 3rd signed a proclamation declaring a "National Year of Partnerships in Education." In the proclamation, the President stated that, (and I quote) "America's future is dependent upon the health and vitality of her education system." He goes on to add that though many individuals have worked diligently in support of education, there is more work to be done. More people must become involved. Specifically, partnerships in education must begin to include the private sector as well as the public sector if we are to broaden the resources available to education. As acknowledged in the proclamation, many schools have already developed partnerships with the private sector. Issuance of the proclamation allows us to take note of this fact and more importantly, to encourage the creation of more of these partnerships all across this country - needless to say that includes rural America, which is home for a significant number of Americans - 59.5 million men, women and children.

As defined in the 1980 Census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less that 2,500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile.

Other information generated about the rural population by the 1980 Census include the following: We have experienced the largest growth in our rural population in any decade in one hundred years. The rural population increased from 53.6 million in 1970 to 59.5 million in 1980 - a growth rate of 11.1%. More significantly, all of this growth in rural areas was due to growth in its nonfarm population. The farm population actually declined during the past decade. Thusly, though always diverse in terms of types of communities, rural America is now beginning to experience greater diversity within its various communities. This has major implications for the education and rural development strategies that we are considering for the 1980's. One of these implications is that there is now more than ever a need to build partnerships in these communities to improve the quality of life for all members of these communities, old-timer and newcomer alike.

In spite of these significant trends in the changing demographics of rural America, rural communities continue to lag behind the rest of America in educational achievement and economic well-being. While the poverty rate rose from 10.7 to 11.9 in metro areas, it rose from 13.4 to 15.4 in rural areas. In the area of education, rural schools (67% of all schools) and rural students (33% of all students) experience distinct educational problems and exist in unique subcultures. Rural schools characteristically have higher attrition rates and lower achievement levels than their urban counterparts. Although rural areas are rapidly growing in population, their tax bases are not. Even though Rural schools commit a larger percentage of their resources to education, these resources are able to deliver less service because rural services cost more than comparable services in urban areas due to expensive transportation requirements in remote, sparsely populated areas, scarcity of professional resources, and a whole host of other factors. These are facts of rural life. Rural development is inhibited by limited support services, limited levels of available professional expertise and limited role models and exposures for young people. In short, rural America has fewer resources than many of its counterparts to buy services that cost it more. It is essential, therefore, that we forge new partnerships in education that include the private sector to broaden available resources as the President stated in the proclamation. To give you some idea how these partnerships have worked and could work, may I share with you the anticipated benefits expected to accrue from the establishment of these new partnerships in education as outlined in the published proceedings of the "National Partnerships in Education Program" that was sponsored by the White House's Office of Private Sector Initiatives. The Program was conducted last October 13 to generate support for the proclamation and to provide guidance for those desiring to respond to the President's leadership in this area.

According to the Proceedings, America's schools can be enriched through partnerships with business and community organizations because these partnerships will provide the

OPPORTUNITY FOR SCHOOLS TO: 1) ACQUIRE ASSISTANCE IN MEETING SPECIAL NEEDS BEYOND THE RESOURCES OF THE SCHOOL; 2) SUPPLEMENT LEARNING IN THE CLASS ROOM WITH RELEVANT LEARNING EXPERIENCES IN BUSINESSES AND INDUSTRIES; 3) ATTAIN A REALISTIC PICTURE OF THE BUSINESS WORLD AND THE PREPARATION STUDENTS NEED TO SUCCEED IN IT; 4) BECOME AWARE OF BUSINESS RESOURCES, REQUIREMENTS AND CONCERNS; 5) GAIN EXPERTISE AND TECHNICAL ASSISTANCE THAT MIGHT PROVIDE A MORE COMPLETE EDUCATION FOR STUDENTS OR MANAGEMENT SKILLS FOR TEACHERS AND ADMINISTRATORS.

IT GOES ON TO DETAIL SOME OF THE POSSIBLE SERVICES THAT THE PRIVATE SECTOR (THE BUSINESS COMMUNITY) COULD PROVIDE OUR NATION'S SCHOOLS: 1) TUTORING ARRANGEMENTS; 2) FIELD TRIPS AND TOURS; 3) CLASSROOM SPEAKERS; 4) INTERNSHIPS AND APPRENTICESHIP PROGRAMS FOR STUDENTS; 5) DONATED EQUIPMENT; 6) SUMMER INTERNSHIPS FOR EDUCATORS; AND 7) SCHOLARSHIPS OR SPECIAL GRANTS FOR EXPERIMENTAL PROGRAMS. COMMUNITY ORGANIZATIONS (PARENT/TEACHER ORGANIZATIONS, FRATERNAL GROUPS, HOSPITALS, FOUNDATIONS ETC.) CAN ESTABLISH VOLUNTEER PROGRAMS, SET UP TUTORIAL PROGRAMS, PRESENT AWARDS FOR ACADEMIC AND ATHLETIC ACHIEVEMENT, MOTIVATE STUDENTS, ATTEND SCHOOL FUNCTIONS AND PROVIDE ROLE MODELS. LET ME GIVE SOME EXAMPLES OF THESE TYPES OF PRIVATE SECTOR/PUBLIC SECTOR PARTNERSHIPS IN EDUCATION THAT ARE ALREADY UNDERWAY:

1. XEROX HAS MADE A GRANT OF 1,000 PERSONAL COMPUTERS TO SCHOOL SYSTEMS IN MAJOR METROPOLITAN AREAS. THE $5 MILLION GRANT WILL BE ADMINISTERED BY THE NATIONAL URBAN LEAGUE.

2. IN SUCH CITIES AS DALLAS, LOS ANGELES, AND MEMPHIS, THE PRIVATE SECTOR, IN PARTNERSHIP WITH THE PUBLIC SECTOR AND COMMUNITY ORGANIZATIONS, HAS INITIATED "ADOPT-A-SCHOOL" PROGRAMS WHEREIN REPRESENTATIVES FROM THESE GROUPS HAVE ENTERED INTO AGREEMENTS TO PROVIDE SPECIFIC SERVICES AND ASSISTANCE TO A SINGLE SCHOOL OR GROUP OF SCHOOLS. SERVICES TO BE PROVIDED RANGE FROM VOLUNTEERS TO DONATIONS OF EQUIPMENT AND/OR CASH.

LEST ONE GET THE IMPRESSION THAT ALL OF THE ACTION AND FOCUS IN BUILDING PARTNERSHIPS HAS BEEN IN URBAN SETTINGS, LET ME CITE AN EXAMPLE THAT INVOLVES A RURAL COMMUNITY. THOSE OF YOU WHO RESIDE IN THIS GREAT STATE OF IOWA, I AM SURE, ARE AWARE OF THIS DEVELOPMENT FOR IT INVOLVES A RURAL COMMUNITY HERE, IN IOWA, FOREST CITY. I HAD THE PRIVILEGE LAST OCTOBER OF REPRESENTING SECRETARY BELL AT CEREMONIES IN FOREST CITY CONDUCTED TO INAUGURATE A MODEL RURAL COMMUNITY EDUCATION PROGRAM THAT IS THE RESULT OF AN ALLIANCE BETWEEN THE PRIVATE SECTOR AND THE FOREST CITY EDUCATIONAL SYSTEM. THE UNPRECEDENTED ONE MILLION DOLLAR HIGH-TECHNOLOGY PROGRAM IS DESIGNED TO BUILD COMPUTER LITERACY AND COMPUTER-BASED EDUCATION INTO THE MAINSTREAM OF FOREST CITY COMMUNITY LIFE. THE PROGRAM WILL ESTABLISH MODEL EDUCATION CENTERS THAT WILL SERVE AS LEARNING LABORATORIES PROVIDING A VARIETY OF COURSES RANGING FROM BASIC SKILLS TO COMPUTER LITERACY. I KNOW THAT THOSE OF YOU HERE WHO RESIDE IN THIS GREAT STATE MUST BE FILLED WITH A SPECIAL SENSE OF PRIDE THAT THIS HISTORIC DEVELOPMENT IS HAPPENING IN YOUR STATE. I KNOW THAT I AM proud that developments like this are beginning to occur not only in Forest City, Iowa, but also in other "Forest City's" throughout our nation. Our task is to see to it that it happens at a rate and extent great enough to assure that by the turn of this century, rural America will no longer lag behind its urban counterpart in the areas of education and economic well-being.

Let me turn your attention, if I may, to what we in the Department of Education are doing to further the interests of rural education. Section 206 of the Department of Education Organization Act, the legislation that created the Department of Education, directed the Secretary of Education working through the Assistant Secretary for Vocational and Adult Education to "provide an unified approach to rural education and rural family education through coordination of programs within the Department and to work with the Federal Interagency Committee of Education (FICE) to coordinate related activities and programs of other Federal departments and agencies." Without using the term, what the Congress did in including this language in the Act was to direct the Department of Education to develop new partnerships in rural education, first within the Department of Education and secondly between it and other sectors of the Federal establishment to further the aim of rural education and to promote equity for and excellence in rural education. The mechanism that I recommended to the Secretary and one that he subsequently approved was the creation of a Department of Education Intra-Agency Committee on Rural Education

AND A RURAL EDUCATION SUBCOMMITTEE OF THE FEDERAL INTER-AGENCY ON EDUCATION (FICE). I SERVE AS CHAIR OF BOTH OF THESE COMMITTEES. THE INTRA-AGENCY COMMITTEE IS ACTUALLY A NEW PARTNERSHIP ESTABLISHED WITHIN THE DEPARTMENT ITSELF INVOLVING ALL 14 PRINCIPAL OFFICES. THE FICE SUBCOMMITTE IS A PARTNERSHIP IN RURAL EDUCATION INVOLVING THE DEPARTMENT OF EDUCATION, AGRICULTURE, INTERIOR AND LABOR.

THE MOST NOTABLE RESULT OF THE ESTABLISHMENT OF THIS NEW PARTNERSHIP IN RURAL EDUCATION WITHIN THE DEPARTMENT HAS BEEN THE DEVELOPMENT AND ISSUANCE OF THE DEPARTMENT'S NATIONAL RURAL EDUCATION POLICY STATEMENT. THAT STATEMENT WAS PREPARED FOR THE SECRETARY'S SIGNATURE BY THE COMMITTEE. ANOTHER LESS WELL KNOWN ACCOMPLISHMENT OF THE COMMITTEE HAS BEEN THE PREPARATION OF ANNUAL COMPREHENSIVE REPORTS TO THE SECRETARY ON THE DEPARTMENT'S RURAL EDUCATION ACTIVITIES. TWO SUCH REPORTS HAVE BEEN PREPARED SINCE THE COMMITTEE'S CREATION. WE HAVE ALSO REVIEWED EDUCATION LEGISLATION, REGULATIONS AND PROCUREMENT ACTIVITIES OF THE DEPARTMENT TO INSURE EQUITY FOR RURAL EDUCATION AND TO SEE IF THE REGULATORY BURDEN IMPOSED BY THEM ON SMALL AND RURAL EDUCATION INSTITUTIONS COULD NOT BE REDUCED. WE ARE ESTABLISHING LINKAGES, AND PARTNERSHIPS WITH MAJOR ORGANIZATIONS IN RURAL EDUCATION, SUCH AS, PEOPLE UNITED FOR RURAL EDUCATION AND THE RURAL EDUCATION ASSOCIATION. WE ARE IN THE PROCESS OF IMPLEMENTING A STRATEGY DESIGNED TO INSURE THAT THE POLICY STATEMENT DOES NOT BECOME JUST WORDS ON PAPER. WE ARE PROVIDING THE LEADERSHIP IN THE DEPARTMENT'S planning of a National Rural Education Conference scheduled for this coming June. Responding to the leadership initiative of the President in declaring this a year of partnerships in education, we have established as the theme of the Conference, "Building Partnerships for Quality Education in Rural America." Planning the conference itself has involved the establishment of new partnerships in rural education among individuals representing rural educators from local school districts, the Congress, State education agencies, the Departments of Education and Agriculture, colleges and universities, the National School Boards Association, People United for Rural Education, the Rural Education Association, and others.

A major objective of the conference will be to develop strategies to encourage the formulation of partnerships in a national effort to improve the quality of rural education. We will invite the States to send teams of representatives to the Conference who are committed to return to their respective States to work in partnership and to build additional rural partnerships. I hope that many of you here today will attend the Conference as members of those teams or as general participants. The Conference will be the culminating event in the the President's National Year of Partnerships in Education.

I would like to close my presentation today by briefly reviewing with you the commitment the Department of Education has made to Rural Education through the issuance of the policy statement.

To the extent to which funds are available, the Department of Education will: 1) assist educators and administrators on all levels to develop outreach and volunteer programs with the active support and interaction of parents, teachers, civic groups and the business community; 2) expand the data base on the condition of education in rural areas, and provide the necessary technologies to disseminate information relevant to curriculum, organization, personnel, and support services needed for educational institutions serving rural communitties; 3) focus its monitoring efforts on reducing complexity of criteria for funding, reducing complexity of application and reporting procedures and forms, and reducing unrealisttic requirements; 4) assist in identifying and developing special programs available for handicapped individuals located in rural arreas; consolidate the results of available research on shortages and additional needs for analysis by the Secretary's Rural Education Committee; 5) include rural institutions in demonstration and pilot projects and involve cross sections of rural communities in educational technology planning; 6) provide consultative and technical assistance to rural educational entities; 7) Assist

RURAL EDUCATION IN IMPROVING THE ACHIEVEMENT OF BLACK STUDENTS, AMERICAN INDIAN STUDENTS, CHILDREN OF MIGRANT WORKERS AND OTHER MINORITIES; AND 10) ASSIST INDIVIDUALS AND FAMILIES LIVING IN RURAL AREAS WITH FAMILY EDUCATION PROGRAMS AND SERVICES THROUGH VOCATIONAL HOME ECONOMICS.

WHEN WE SUBMITTED THE POLICY STATEMENT TO THE SECRETARY FOR HIS APPROVAL, WE ALSO SUBMITTED A PLAN FOR IMPLEMENTING THE POLICY. MEETINGS OF OUR RURAL EDUCATION COMMITTEE WILL INCLUDE A REPORT BY EACH MEMBER ON THE PROGRESS HIS RESPECTIVE OFFICE IS MAKING IN CARRYING OUT ITS PART OF THE PLAN. THE FIRST IN THE SCHEDULED SERIES OF THESE REPORTS WAS MADE AT OUR DECEMBER MEETING OF THE COMMITTEE. IN SEPTEMBER WE WILL SUBMIT A SUMMARY REPORT TO THE SECRETARY ON THE PROGRESS THAT WE MAKE IN IMPLEMENTING THE POLICY DURING THIS FISCAL YEAR.

OUR EFFORTS TO IMPROVE THE DATA BASE ON THE CONDITION OF RURAL EDUCATION WILL NOT INVOLVE INCREASING THE PAPERWORK BURDEN BUT, HOPEFULLY, CAN BE ACCOMPLISHED THROUGH BETTER UTILIZATION OF THE DATA THAT YOU ARE ALREADY PROVIDING TO US. IMPROVEMENT IN THE QUANTITY AND QUALITY OF INFORMATION GENERATED ON RURAL AMERICA WAS ALSO IDENTIFIED, AS A NECESSARY FIRST STEP IN EFFORTS TO IMPROVE THE DELIVERY OF SERVICE TO RURAL COMMUNITIES, IN THE ADMINISTRATION'S RURAL DEVELOPMENT POLICY STATEMENT THAT WAS PRODUCED BY AN ADVISORY GROUP TO THE DEPARTMENT OF AGRICULTURE. IT WAS MY PRIVILEGE TO SERVE ON THAT ADVISORY GROUP. WE MUST DEVELOP SOLUTIONS

TO UNIQUE RURAL PROBLEMS THAT ARE BASED ON GOOD INTELLIGENCE ON WHAT WILL WORK IN A RURAL ENVIRONMENT.

IT HAS BEEN A PLEASURE TO BE HERE WITH YOU TODAY. I AM ENTHUSIASTIC ABOUT WHAT WE HAVE BEEN ABLE TO ACCOMPLISH TOGETHER. I LOOK FORWARD TO FURTHERING THE INTERESTS OF RURAL AMERICA AS WE CONTINUE TO BUILD PARTNERSHIPS FOR IMPROVING THE QUALITY OF RURAL EDUCATION. THANK YOU.

A National Conference

Building Partnerships for Quality Education in Rural America

June 28-30, 1984
The Mayflower Hotel
Washington, DC

Sponsored by

UNITED STATES DEPARTMENT OF EDUCATION

National Conference Planning Committee
Building Partnerships for Quality Education in Rural America

Duane M. Nielsen, Planning Committee Chair
Deputy Director, Division of Innovation
and Development
U.S. Department of Education
Washington, DC

Mark Newlon, Conference Director
Associate Director
National Center for Research
in Vocational Education
The Ohio State University
Columbus, OH

Robert M. Marshall, Conference Staff Assistant
Education Program Specialist
Division of Innovation and Development
U.S. Department of Education
Washington, DC

Program Subcommittee

Dale W. Lick, Co-chair
President
Georgia Southern College
Statesboro, GA

Tom Schultz, Co-chair
Assistant Director
National Institute of Education
Washington, DC

Rudy Cordova
Director, Capacity Building Program
Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education
Washington, DC

Charles O. Hopkins
Assistant State Director of Vocational Education
Oklahoma State Department of Vocational
and Technical Education
Stillwater, OK

Leonila Serna
Superintendent
Taos Municipal Schools
Taos, NM

E. Robert Stephens
Professor of Education
University of Maryland
College Park, MD

Invitations and Publicity Subcommittee

Walt Turner, Co-chair
Associate Executive Director
American Association of School Administrators
Arlington, VA

Virginia Sagredo, Co-chair
Special Assistant to the Deputy
Under Secretary for Management
U.S. Department of Education
Washington, DC

Luther Black
President, Council of State Directors
of Adult Education, and Manager,
Adult Education Section
Arkansas Department of Education
Little Rock, AR

M. Anne Campbell
Former Nebraska Commissioner of Education,
and Member, National Commission on
Excellence in Education
Lincoln, NE

John Martin
Assistant Executive Director
Council of Chief State School Officers
Washington, DC

Joseph Newlin
Executive Director
Rural Education Association
Colorado State University
Fort Collins, CO

Logistics Subcommittee

James D. Jess, Co-chair
President, Rural Education Association,
and Superintendent CAL Community
School District
Latimer, IA

Charles E. Walker, Co-chair
Attorney Advisor
Policy and Enforcement Services
Office for Civil Rights
U.S. Department of Education
Washington, DC

Bertha King
Education Program Specialist
Office of Vocational and Adult Education
U.S. Department of Education
Washington, DC

Gail Miller
Director of Marketing
National School Boards Association
Alexandria, VA

John Myers
Deputy Superintendent
Marion County Schools
Fairmont, WV

Frank Tsutras
Director
Congressional Rural Caucus
Washington, DC

Dissemination and Follow-up Subcommittee

Doris Helge, Co-chair
Executive Director
American Council on Rural Special Education
Western Washington University
Bellingham, WA

Darld J. Long, Co-chair
Deputy Director
National Institute of Handicapped Research
U.S. Department of Education
Washington, DC

Robert A. Anderson, Jr.
President
New Mexico Junior College
Hobbs, NM

Jack Cole
Director
ERIC Clearinghouse on Rural Education
and Small Schools
Las Cruces, NM

Cecilia Frantz
Deputy Assistant Secretary for Elementary
and Secondary Education
U.S. Department of Education
Washington, DC

Frank Fratoe
Research Sociologist
Minority Business Development Agency
U.S. Department of Commerce
Washington, DC

NATIONAL CONFERENCE ON

BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

Purpose

The purpose of this conference is to promote the development of partnerships among educational institutions, and between those institutions and other public, private, community, and governmental organizations and constituencies to enhance educational excellence in rural America. This purpose follows from the President's Proclamation establishing 1983-84 as the National Year of Partnerships in Education and from the Department of Education's Policy on Rural Education and Rural Family Education.

Conference Objective

It is the objective of this National Conference to enhance the quality of education in rural America by:

- bringing together constituencies deemed instrumental in developing effective partnerships
- examining critical forces affecting education in rural America
- exploring a range of existing partnerships
- developing strategies and recommending policies to stimulate successful partnerships for educational excellence

A NATIONAL CONFERENCE

BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

Mayflower Hotel • June 28-30, 1984 • Washington, DC

PROGRAM

Wednesday, June 27, 1984

7:00 - 10:00 p.m.	CONFERENCE REGISTRATION	Promenade
8:30 p.m.	NATIONAL RURAL RESEARCH CONSORTIUM	New York Room

Thursday, June 28, 1984

7:00 - 8:30 a.m.	CONFERENCE REGISTRATION	Promenade
7:45 a.m. - 5:30 p.m.	DISPLAYS	East and State Rooms
8:30 a.m.	OPENING GENERAL SESSION	Grand Ballroom
	CONFERENCE CONVENER AND INTRODUCTION OF KEYNOTE SPEAKER *Robert M. Worthington* *Assistant Secretary for Vocational and Adult Education, and Chair, Department of Education's Intra-Agency Committee on Rural Education* *U.S. Department of Education*	
	KEYNOTE ADDRESS: BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA *Honorable T.H. Bell* *Secretary of Education*	
9:00 a.m.	CONTINUATION OF KEYNOTE SESSION *Dale W. Lick* *President* *Georgia Southern College* *Statesboro, Georgia*	

Thursday, June 28, 1984 (continued)

9:15 a.m. RURAL EDUCATION 1984—ISSUES AND IMPACTING FORCES: PERSPECTIVES TO FURTHER STIMULATE YOUR THINKING

James D. Jess
President
Rural Education Association, and Superintendent, CAL Community School District
Latimer, Iowa

William C. Norris
Chairman of the Board
Control Data Corporation
Minneapolis, Minnesota

10:20 a.m. CONCLUDING REMARKS AND ANNOUNCEMENTS

Dale W. Lick

10:30 a.m. REFRESHMENT BREAK — Promenade

10:50 a.m. - 12:15 p.m. REGIONAL GROUP DISCUSSIONS: IMPLICATIONS OF THE MORNING SESSION FOR MY REGION (See Assignment Sheet) — Second Floor Meeting Rooms

12:45 p.m. LUNCHEON — East and State Rooms

Presider: Manuel Justiz
Director
National Institute of Education
U.S. Department of Education

THE PROCESS OF BUILDING PARTNERSHIPS

Anita Barber
State Coordinator
Business-Industry-Education-Community Partnerships, and Chair, Governor's Private Sector Task Force
Alabama Department of Education

MAKING PARTNERSHIPS WORK

Robert M. Book
President
Indiana Institute of Agriculture, Food and Nutrition, Inc.
Indianapolis, Indiana

Thursday, June 28, 1984 (continued)

ENTERTAINMENT

West Bend Pacesetters Drill Team
West Bend, Iowa
Mary Holland, Director
Kris Rasmussen, Manager
Robin Traub, Manager
Mary Cast and Terri Kuntz, Co-captains

- *Diane Anliker*
- *Janet Banwart*
- *Liz Banwart*
- *Rhonda Bonnstetter*
- *Mary Gearhart*
- *Carrie Gralapp*
- *Barb Hanselman*
- *Deanne Holland*
- *Carol Mertz*
- *Tina Miller*
- *Maurine Montag*
- *Diane Stover*
- *Connie Thilges*
- *Linda Thilges*

3:00 - 3:35 p.m.	PARTNERSHIPS IN ACTION Session #1 (See Partnership Program Materials)	Second Floor Meeting Rooms
3:45 - 4:20 p.m.	PARTNERSHIPS IN ACTION Session #2	
4:30 - 5:05 p.m.	PARTNERSHIPS IN ACTION Session #3	
5:05 p.m.	ADJOURNMENT	
5:30 p.m.	CONGRESSIONAL RECEPTION *Sponsor:* *American Association of School Administrators* *Hosts:* *Paul Salmon, Executive Director* *Walter Turner, Associate Executive Director*	Rayburn House Office Building, Rooms 338-340
7:30 p.m.	Enjoy one of Washington's fine restaurants. See you at 8:30 in the morning.	

Friday, June 29, 1984

7:45 a.m. - 6:00 p.m. DISPLAYS East and State Rooms

8:30 a.m. SECOND GENERAL SESSION Grand Ballroom

Presider: *Luther H. Black*
President
Council of State Directors of Adult Education, and Manager, Adult Education Section
Arkansas Department of Education

INTRODUCTION OF SESSION SPEAKER

Lawrence Davenport
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education

SESSION ADDRESS: BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA: POLICY IMPLICATIONS

Honorable Richard L. Thornburgh
Governor
Commonwealth of Pennsylvania

9:10 a.m. REFRESHMENT BREAK Promenade

9:30 - 11:30 a.m. EDUCATIONAL EXCELLENCE AND PARTNERSHIP DEVELOPMENT IN RURAL AMERICA: POLICY DISCUSSIONS Grand Ballroom

Presider: *Anne Campbell*
Former Commissioner of Education, Nebraska, and Member, National Commission on Excellence in Education

Moderator: *Ed DeForrest*
Executive Director
Spaulding Youth Center
School for Emotionally Disturbed Adolescents
Tilton, New Hampshire

Panelists: *Faith Dunne*
Chair, Department of Education Dartmouth College, and Former Chair, Hartland Board of School Directors
Hartland, Vermont

Friday, June 29, 1984 (continued)

Leonard Kunzman
State Director of Agriculture
Oregon

Honorable Morris Mills
State Senator, Indiana, and
Representative of the National
Conference of State Legislators

Carolyn Warner
Superintendent of Public Instruction
Arizona

12:00 noon	LUNCHEON	**East and State Rooms**
	Presider: *Robert M. Worthington* *Assistant Secretary for Vocational and Adult Education*	
	INTRODUCTION OF LUNCHEON SPEAKER	
	A. Wayne Roberts *Deputy Under Secretary* *Office of Intergovernmental and Interagency Affairs* *U.S. Department of Education*	
	LUNCHEON ADDRESS: EDUCATIONAL EXCELLENCE AND RURAL AMERICA	
	Honorable Bill Clinton *Governor* *Arkansas*	
2:10 - 3:40 p.m.	ROLE GROUP DISCUSSIONS: IMPLICATIONS OF THE MORNING SESSIONS FOR MY ROLE AT HOME (See Assignment Sheet)	**Second Floor Meeting Rooms**
3:40 p.m.	REFRESHMENT BREAK	**Promenade**
4:10 - 4:45 p.m.	PARTNERSHIPS IN ACTION Session #4	**Second Floor Meeting Rooms**
4:55 - 5:30 p.m.	PARTNERSHIPS IN ACTION Session #5	
5:30 p.m.	ADJOURNMENT	
6:30 p.m.	HOSPITALITY HOUR (Cash Bar)	**Chinese Room**

Friday. June 29, 1984 (continued)

7:00 p.m. **CONFERENCE BANQUET** Grand Ballroom

Presider: *Robert E. Taylor*
Executive Director
National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio

INTRODUCTION OF BANQUET SPEAKER

Robert M. Worthington
Assistant Secretary for Vocational and
Adult Education

BANQUET ADDRESS: BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA: RURAL DEVELOPMENT PERSPECTIVES

Honorable John Block
Secretary of Agriculture

PRESENTATION OF CERTIFICATES OF RECOGNITION

ENTERTAINMENT

Rolling Valley Singers
Ord, Nebraska Future Farmers of America
Frank Andressen, Advisor (at the piano)

- *Andy Bredthauer*
- *Jay Knapp*
- *Jeanine Staab*
- *Lynette Staab*
- *Scott Vancura*

Have a nice evening. We hope to see you in the morning session at 8:30 sharp!

Saturday, June 30, 1984

7:00 - 8:15 a.m.	NATIONAL RURAL RESEARCH CONSORTIUM	South Carolina Room
7:45 a.m. - 12:00 noon	DISPLAYS	East and State Rooms
8:30 a.m.	THIRD GENERAL SESSION *Presider:* *Duane M. Nielsen* *Deputy Director, Division of Innovation and Development, and Chair, Department of Education's National Rural Education Conference Planning Committee* *Office of Vocational and Adult Education* *U.S. Department of Education* INTRODUCTION OF SESSION SPEAKER *Moire Coleman* *Vermont State Team Leader, and Director, Research Coordinating Unit* *Vermont Department of Education* SESSION ADDRESS: THE CHALLENGE AND THE CHARGE: BUILDING PARTNERSHIPS BACK HOME *Honorable James M. Jeffords* *Representative, Vermont* *United States Congress*	Grand Ballroom
9:15 - 10:45 a.m.	PLANNING FOR NEXT STEPS AT HOME: DISCUSSIONS AMONG STATE GROUPS	Grand Ballroom
10:45 a.m.	REFRESHMENT BREAK	Grand Ballroom

Saturday, June 30, 1984 (continued)

11:00 a.m. CLOSING GENERAL SESSION Grand Ballroom

Presider: *Tom Schultz*
Assistant Director
National Institute of Education
U.S. Department of Education

SESSION ADDRESS: SYNTHESIS, SUMMARY, AND POSSIBLE NEXT STEPS

Doris Helge
Executive Director
American Council on Rural Special Education
Western Washington University
Bellingham, Washington

CLOSING REMARKS

Robert M. Worthington
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Building Partnerships For Quality Education In Rural America

PARTNERSHIPS IN ACTION

National Year of Partnerships in Education
1983–1984

By the President of the United States of America

A Proclamation

America's future is dependent upon the health and vitality of her education system. Although thousands of businesses, industries, individuals, organizations, teachers, administrators, and government at all levels have been involved in the education of our youth, there is more work to be done. More people must become active in improving the quality of education in our Nation.

Recently, many schools have developed private sector partnerships in an effort to broaden available resources and reach out to their communities for support. The private sector has much to offer the growing national movement to improve our education system. Some of the most effective methods include helping educators identify the learning needs of our society; encouraging professional exchanges between teachers, educators, and businesses; contributing expertise, financial resources, and equipment; and providing technical assistance in school administration and curriculum development. In order to encourage this trend, I call upon businesses, organizations, individuals, and agencies to become involved with their local schools.

Partnerships in Education Year gives us the opportunity to acknowledge the efforts of the private sector and to encourage the creation of new partnerships in education all across this Nation.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, do hereby proclaim the period from October 1, 1983, through June 30, 1984, as the National Year of Partnerships in Education. I invite all Americans to join me in my commitment to the excellence and quality of education offered to all Americans.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of Oct., in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and eighth.

Ronald Reagan

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

VOCATIONAL EDUCATION PARTNERSHIP PROGRAM FOR THE NORTH SLOPE BOROUGH AND THE UNIVERSITY OF ALASKA

Need

Residents of the North Slope Borough wanted vocational training to enable them to fill the skilled jobs which exist in their communities. The government officials of the North Slope Borough and Barrow needed a source from which to obtain qualified personnel to operate and maintain the schools, Borough and City facilities, and provide jobs for the citizens of the community, thereby, lessening the need for outside labor. The greatest need is for trained personnel in building maintenance, heavy equipment maintenance, and office occupations.

Local craftsmen were hired to teach the Building Maintenance and the Heavy Equipment Maintenance Programs. These craftsmen were given training in the basics of teaching vocational education prior to their entering the classroom. The Office Occupations courses were taught by resident teachers of the North Slope School District and professionals working for the North Slope Borough.

Partners

The program partners include the North Slope Borough and the University of Alaska, Rural Education Unit.

Target Audience

This partnership program serves residents of the North Slope Borough who desire training to fill skilled jobs that exist in their Arctic communities.

Location of Program

The program is located in Barrow, Alaska the largest of the eight native villages that encompass the North Slope Borough.

Objectives

Objectives of the program are:

1. to provide a qualified pool of workers to fill existing jobs in the North Slope Borough, and
2. to provide resident craftsmen the training to become vocational teachers, thus, creating a resource to be used again and again in the future.

Procedures

Procedures used in addressing the vocational training needs of the North Slope Borough were to perform a needs assessment, establish program advisory committees, develop curricula, hire and train teaching staff, purchase equipment and books, select trainees and coop programs with North Slope employers.

Accomplishments and Outcomes to Date

Programs have been very successful with all trainees desiring jobs placed in positions for which they were trained.

Accomplishments and Expected Outcomes

The program will be expanded to the outlying villages in addition to Barrow, so that greater numbers of residents can be trained for skilled jobs.

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06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

PARTNERSHIPS THROUGH TELECOMMUNICATIONS AT CALIFORNIA STATE UNIVERSITY, CHICO

Need

The problem of delivering University level educational programs throughout a rural and remote portion of Northeastern California has been overcome by the development of a complex, closed-circuit ITFS/microwave network which provides regular university classes on a live and interactive basis to sixteen (16) remote learning centers throughout the region. Regular university classes taught by on-campus faculty are transmitted from 8:00 a.m. to 10:00 p.m. daily throughout the academic year.

Partners

The program partners include California State University, Chico, the Northeastern California Higher Education Council (NCHEC) and the Hewlett Packard Corporation. The experience of operating this ITFS system for almost a decade has provided the opportunity for CSU, Chico to develop a satellite receiver/transmit capability which will be fully operational during the Summer of 1984.

Target Audience

The ITFS system provides university classes to all levels of students scattered throughout Northeastern California, who are unable to attend classes on campus. The satellite system will provide a Master of Science degree in Computer Science to Hewlett Packard employees located in their major plants in the Western United States.

Location of Program

The ITFS system extends throughout 33,000 square miles of Northeastern California (approximately 21 percent of the area of the state). Learning centers are located at sixteen (16) sites in the Sacramento River Valley and Northern Sierra. Classes and other educational programs originate from the main campus located in Chico. Learning center sites are located in the major communities within the region and include such places as County Schools Offices, high schools, community colleges, military bases, industrial plants and a local hospital.

Objectives

The ITFS system is designed to provide university educational programs to the residents of Northeastern California in an efficient and equivalent manner.

Accomplishments and Outcomes To Date

Approximately 50 regular classes are offered each year; enrollments range between 500-750 students per year. In addition, ITFS students have direct on-line access to the entire collection of the University library.

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NATIONAL CONFERENCE ON
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PARTNERSHIP PROGRAM PROFILE

SCHOOL-BASED DEVELOPMENT ENTERPRISES

Need

This idea was developed by Jonathan Sher and was described in his book entitled Education in Rural America. It was developed to meet the need for improving education in rural and small schools, particularly in the area of vocational education. It is unique in that it supports the development of youth operated businesses to improve the quality of life in the community and provides a realistic environment for youth to develop entrepreneurial skills.

Partners

The program partners include the schools and the community.

Sponsors

Sponsors can be schools, communities or in particular, specific school-based development corporations.

Target Audience

The partnership program serves to provide training for you and services/products for the community.

Location of Program

Brooks County High School, Quitman, Georgia.

Objectives

1. Provide opportunities for training youth in entrepreneurial skills.
2. Provide jobs for youth.
3. Provide a need service/product for community.
4. Not to compete with on going business.
5. Provide a profit.
6. Improve the school's curriculum.

Procedures

Create awareness of SBDE concept, gain commitment, conduct feasibility and marketing study with aid of Small Business Development Centers, develop business plan, obtain capital, implement school-based development enterprise.

Accomplishments to Date

Successful school-based enterprises awareness workshops have been conducted in eighteen states. Articles have been written about project in the Phi Delta Kappan, New York Times, and Atlanta Journal. A special report has been prepared by the Charles Stewart Mott foundation.

Accomplishments and Expected Outcomes

It is hoped that numerous school-based development enterprises throughout the United States will be established. Also that a national network of partnerships between Center for Community Education and Small Business Development Centers will be established.

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06/28/84

NATIONAL CONFERENCE ON
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June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

Southeastern Illinois Vocational System - A Unique Partnership

Need

The nine high schools in this rural southeastern Illinois region are extremely small, ranging in size from 75 to 300 students, and are unable individually to provide extensive vocational offering for the students. Through a partnership with a correctional center, a community college, and by cooperating among themselves, the high schools are able to offer a broad based, high quality, employer validated, vocational program for all students regardless of the size of the student's home high school. This model could be easily transported to any rural area.

Partners

The program partners include nine secondary schools, a regional vocational system, a community college, a prison and the business/industry of the region.

Sponsors

The primary sponsors of the partnership are the Southeastern Illinois Regional Vocational System, Southeastern Illinois Community College, Vienna Correctional Center and the nine high schools of the region.

Target Audience

The partnership is designed to provide high quality, broad based vocational training for eleventh and twelfth grade students.

Location of Program

The program includes all nine secondary schools within the southern vocational counties of Pope, Hardin, Gallatin and Saline.

Objectives

The objectives of the partnership are:

1. To increase the quanity and quality of the vocational offerings for high school students within the region.
2. To provide vocational programs for small, rural schools in a cost-efficient manner without duplication of facilities, equipment and teaching staff.
3. To utilize available vocational training sites in the businesses and industries of the region for training retraining and upgrading teacher skills.
4. To expand the concept beyond the vocational areas and into advanced sciences, math and foreign languages.

Procedures

The procedures used include:

1. Securing a committment from each high school to cooperate with the regional delivery system.
2. Employing a regional vocational director.
3. Conducting regional assessment of student intent and employer needs.
4. Evaluating all existing vocational programs, school and non-school, in terms of facilities, teaching staff, equipment, program content and relevancy.
5. Designing a vocational delivery system around a quality program within participating schools using the concept of sharing of resources including stduents, facilities, and faculty.
6. Contracting with the community college, correctional center and businesses for needed programs which were not availabe in particpating high schools.
7. Developing a staff inservice plan for all vocational teachers and guidance conselors including workshops, professional meetings and summer internships.

Accomplishments and Outcomes to Date

Accomplishments to date include:

1. Vocational program offerings have been increased dramatically. Every high school student currently has a choice of a minimum of twenty vocational programs. Before the Regional System some students had only a choice of four.
2. An inservice program has been implemented through extensive workshops, summer industry internships, and involvment with professional organizations.

3. By increasing numbers of selections in the vocational areas the percentage of students enrolling in vocational classes has increased by 20 percent to approximately 80 percent of the total student body.
4. While increasing student enrollments the overall teaching staff has decreased by a total of three people thereby increasing program cost-efficiency.
5. Facilities other than the ones in the high schools are being used more efficiently without duplication by contracting with the high schools during times facilities were not in use.
6. Cooperative education and the use of extended campus has increased in the business and industry of the region.
7. Two schools have started cooperating in teaching foreign languages.

Accomplishments and Expected Outcomes

The State of Illinois has made a decision to regionalize all secondary schools in the state using this program as a model.

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06/28/84

NATIONAL CONFERENCE ON
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PARTNERSHIP PROGRAM PROFILE

THE SCHOOL BOARD/SCHOOL PROGRAM PARTNERSHIP

Need

The need for such a partnership exists simply because this arrangement, this partnership, is beneficial to students. If we are interested in quality rural education, if we wish to attain excellence in education, school boards must join in that effort as partners in responsibility toward more effective school programs. Today's special school program requires the coordination, the care and the effort of the total school including its policy arm, the board of education. It is our contention that today's school must have both the support and the understanding of the school board, thus the value of a partnership.

Partners

Partners in this instance are select rural school board members and key school personnel in eight rural districts.

Target Audience

The partnership is designed to benefit students of school age, the student's parents and general school community.

Location of Program

Rensselaer Indiana Area Cooperative Special Student Programs.

Objectives

The primary objective of this partnership is to gain top-level program support. Other secondary objectives evolve around communication, information and participation between board members, the schools and local communities.

Procedures

To establish proper and clear communication with school boards, to develop a plan of action to ensure adequate interaction, discussion and participation by selected school board members from each rural school district.

Accomplishments and Outcomes to Date

Numerous accomplishments have taken place as a result of this necessary and sensible partnership. Of most importance is an improvement of services to students. Secondly, articles have been written and published about this partnership. It's concept and content have been shared at state and national level conferences. A summarization of the School Board/Special School Programs Partnership has appeared on Special Net and other electronic bulletin boards for national exposure.

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NATIONAL CONFERENCE ON
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June 28-30, 1984
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PARTNERSHIP PROGRAM PROFILE

MODEL RURAL COMMUNITY EDUCATION PROGRAM

Need

To enable the Forest City Community School District and Waldorf College to broaden their course offerings and better meet the individual needs of students. To expand and enhance the educational offering for the Forest City community.

Partners

The partners in this program include Winnebago Industries, Control Data Corporation, Forest City Community schools and Waldorf College.

Audience

The audience for this program includes: the students in the Forest City Community School District, Waldorf College, and the adults in Forest City and the surrounding area.

Location

Forest City, Iowa.

Objectives

1. To integrate computer-based education (CBE) into the educational process in both the Forest City Community Schools and Waldorf College.
2. To initiate a computer literacy program for the Forest City community.
3. To expand and enhance the educational offering for the Forest City community.

Procedures

The procedures used to meet the stated objectives were:

1. Inservice training for all staff members on the use of computers in the classroom.
2. Reviewing available courseware to decide where it will fit into the existing curriculum.
3. Phase the use of CBE into the curricula of the Forest City Community School District and Waldorf College.
4. Establishment of a Community Computer Education Council as a joint effort between the Forest City Community Schools, Waldorf College, and Winnebago Industries to coordinate computer offerings in adult education.

Accomplishments to Date

1. Available courseware integrated into the curriculum at the Forest City High School and Waldorf College.
2. Computer based and computer related courses made available to adults in the Forest City area.

Accomplishments and Outcomes Expected

1. Develop and implement a K-12 computer literacy program.
2. Advanced Placement courses at the high school.
3. Integrate CBE into the K-12 curriculum at the Forest City Community School District and the course offerings at Waldorf College.
4. Implement a program of computer based courses for community education.

For Further Information Contact:

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Forest City Community School District
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Forest City, IA 50436
(515) 582-2323

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Arndt Bratten
President
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Forest City, IA 50436
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Robert Powell
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Minneapolis, MN 55435

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PARTNERSHIP PROGRAM PROFILE

KICKAPOO TECHNICAL ASSISTANCE PROJECT

Need

The Kickapoo Indian Nation and the Kickapoo Nation School required assistance in planning and curriculum development.

Partners

The partners for this project are the Center for Public Affairs, the University of Kansas, and the Kickapoo Tribe in Kansas.

Target Audience

The immediate target audience is the Kickapoo Nation in Kansas. It is hoped that in the future the project may be extended to the other two Kickapoo Indian tribes in the United States.

Location

Kickapoo Nation School, Powhattan, Kansas.

Objectives

The primary objective is to provide planning for the Tribe and the Kickapoo National School as well as curriclium development. Some other objectives are:

1. To provide textbooks on tribal studies.
2. To improve the curriculum of the Kickapoo National School.
3. To create an awareness of local culture.

Procedures

Service agreements have been made between the two parties providing a variety of services related to the above stated objectives.

Accomplishments to Date

The project is of a three-year duration and is currently in its second year. During the first year, a tribal studies textbook for high school level was completed. In the current year, a middle school textbook is being worked on. In addition, materials for a supplemental oral history project have been collected. Aspects of local culture have been filmed for the processing of instructional videos in the third year. Inexpensive grant writing has also been developed.

Accomplishments and Expected Outcomes

During the third year of the project, a feasibility study will be conducted as part of a language revival project. The instructional video tapes will also be edited and produced.

For Further Information Contact:

Jerry Schultz
Superintendent
Kickapoo National School
P.O. Box 106
Powhattan, KS
(913) 474-3350

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PARTNERSHIP PROGRAM PROFILE

NATIONAL RURAL INDEPENDENT LIVING NETWORK (NRILN)

Need

The NRILN creates community-based Independent Living Networks in rural communities throughout America. These networks assist people who have disabilities to remain living independently in their own community. Most rural communities don't have access to the extensive social service resources available in urban centers. The NRILN is Neighbors Helping Neighbors.

Partners

Program partners include people with disabilities, the elderly, people who are willing to volunteer time and services, human service professionals, and businesses.

Sponsor

The U.S. Department of Education, National Institute of Handicapped Research. The project is headquartered at Western Washington University in Bellingham, Washington.

Target Audience

People with disabilities regardless of age including the elderly, also the parents of people who have disabilities, and individuals with all types of handicaps.

Location of Program

Initially in 15 rural communities with expected expansion to 500 communities by February 1986. Additional communities are being sought and nominations are requested for participation.

Objectives

The objectives of the program within any individual participating community are to:

1. Identify people with disabilities who need assistance in living independently.
2. Recruit volunteers from throughout the community.
3. Train volunteers to provide services to the disabled.
4. Match disabled individuals having needs with volunteers who can provide those needs.
5. Create a linkage system which will also include the professional services and resources available in the community.
6. Interact with other communities throughout the nation via computer and newsletter communication systems sharing resources and ideas.

Procedures

NRILN project staff identify a community group to coordinate the Independent Living Network in each participating town; train local residents in recruiting, training, and matching volunteers with people who have disabilities; assist in public relations and national communication linkage among participants.

Accomplishments and Outcomes To Date

Seven sites are in operation in seven different states. Some 320 volunteers are providing services to over 150 people with disabilities.

Accomplishments and Outcomes Expected

Eight additional sites will be selected for level one participation which includes use of NRILN project staff on-site, project computer, and similar resources. An additional 400-500 sites will be selected to operate the system on a "turn-key" basis using project developed operations manuals, volunteer manuals, brochures, and other resources.

For Further Information Contact:

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Dean, School of Education
National Rural Independent Living Network
Western Washington University
Bellingham, WA 98225

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VOCATIONAL ASSESSMENT FOR SPECIAL EDUCATION (VASE): A MOBILE UNIT SERVICING RURAL SPECIAL NEEDS STUDENTS

Need

A major concern of staff involved in the project is the overall life adjustment of handicapped students and their ability to become employed. The project addresses appropriate school and job placement of special needs students.

Partners

The program partners include school officials, students, and business leaders in East Carroll, Madison, and Richland Parishes.

Sponsors

The State Department and local school boards in East Carroll, Madison, and Richland Parishes have sponsored and supported the project.

Target Audiences

The project services all special needs students, ages 12-21, in 22 public schools of East Carroll, Madison, and Richland Parishes.

Location of Program

The program is located in the northeast corner of Louisiana in three (3) rural parishes. This area encompasses 1,658 square miles with a population of 51,082 and a total public school population of 11,205.

Objectives

1. To collect and report vocational assessment data.
2. To utilize data in the vocational placement of special needs students.
3. To provide data pertinent for postsecondary training and/or job placement.

Procedures

1. The Vocational Assessment Specialist gathers data and determines student strengths and weaknesses.
2. The data is compiled into a written report.
3. Conferences are conducted to increase understanding of students' abilities and limitations.
4. Regional programs involve local business leaders and provide students an opportunity to explore and work opportunities in the area.

Accomplishments and Outcomes to Date

1. Assessment Tracking Folder was designed and printed.
2. Level I and Level II assessment was completed on 289 students.
3. A Career Fair and Occupational Awareness Program were coordinated, involving school personnel and local business leaders.
4. Slide programs were presented for local civic clubs and organizations.
5. The concept of the project was presented at State and Regional conferences, and during the National ACRES Conference.
6. Developed a parishwide Career Education Program, K-12.
7. Formed an Advisory group for Rural Education in North Louisiana.
8. Designed charts of Vocational Program Components and the Assessment Sequence.
9. Printed Vocational Assessment for Special Education brochure.

Accomplishments and Expected Outcomes

1. Leadership provided for other agencies.
2. Implementation of a total vocational program including the career awareness, exploration, and training (work study).
3. Vocational curriculum adaptations for special needs students.
4. Reduction in drop-out rate.
5. An increase in numbers of jobs for special needs students.

For Further Information Contact:

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Gayle L. Waller
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PARTNERSHIP PROGRAM PROFILE

MARYLAND'S MID-SHORE SPECIAL EDUCATION CONSORTIUM

Need

The Maryland State Department of Education/Division of Special Education recognized that the rural areas of Maryland were encountering difficulty meeting the full educational opoportunity requirements of P.L. 94-142. The Divsion instituted a study of the delivery system in use and identified several specific barriers blocking the full delivery of services to handicapped students in this rural area. Among the most serious problems were recruitment and retention of staff, funding, geographical distance, and delivering related services to students having very low incidence handicaps.

Working in conjunction with local directors of special education, consultants from NASDSE, and staff from the Maryland School for the Blind, the Division has provided financial, administrative and programmatic support to four rural counties as they developed and implemented a croos-county special education delivery system.

Partners

The program partners include the Eastern Shore counties of Kent, Queen Anne, Dorchester, and Caroline, the Maryland School for the Blind, and Maryland State Department of Education/Division of Special Education

Target Audience

The Mid-Shore Special Education Consortium serves approximately 400 handicapped students ranging in age from 0-21. Virtually all handicapping conditions are evidenced in the population served.

Location of Program

Mid-Shore Special Education Consortium classroom and itinerant services are provided on the Eastern Shore of Maryland in the counties of Kent, Queen Anne, Dorechster, and Caroline.

Objective

The Consortium's objective is to provide free appropriate special education and related services to all handicapped students ages 0-21 in the most effective and efficient manner possible.

Procedures

The consortium operates under the direction of a Board of Directors. Membership on the Board includes representatives of the local superintendent's staff, the State Division of Special Education, the Maryland School for the Blind, and the four Supervisors of Special Education. The consortium staff may be based in any of the four participating counties. Day to day administrative details are addressed by the adminstration of the county in which the particular itinerant staff is based. Students are referred to each local agency's placement committee and consortium staff participate in the development of the IEPs and the delivering of services as is appropriate.

Accomplishments and Outcomes to Date

With the unification of resources, expertise and reduction of duplication, the consortium has identified and is serving approximately 400 students in what has proven to be a most cost efficient and effective utilization of both financial and programmatic resources.

Accomplishment and Expected Outcomes

With refinement in recruitment, financial management, programmatic design and general admistration the consortium expects to be able to expand all present programs and to serve even more students. Special emphasis is now being given to emotionally impaired students.

For Further Information Contact:

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Program Administration and
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Division of Special Education
Maryland State Dept. of Education
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PARTNERSHIP PROGRAM PROFILE

PREPARING THE WORKFORCE FOR "HIGH TECHNOLOGY" EMPLOYMENT IN THE NEW ARMY AMMUNITION PLANT

Need

The first new Army Ammunition Plant since WWII was constructed in rural south Mississippi on the NASA Test Site Property. The challenge to prepare over 1200 employees for this, latest state of the art "high technology" industrial manufacturing is being met by public education.

Partners

A partner arrangement between the Mississippi State Vocational Education Department, Pearl River Junior College, Mason Chamberlain Inc., the contractor for the plant, and the Army is proving very successful in providing rural citizens with the education and training necessary to successfully work in the plant.

Sponsors

Vocational-Technical Education Division, Mississippi State Department of Education is the sponsoring agency.

Target Audience

The local rural population.

Location of Program

NASA Test Site Property, located between Picayune and Bay St. Louis.

Procedures

The state committed to designing and carrying out a complete custom training program for the new work force of the plant. This is being done through the public education system in partnership. The program provides opportunity for local people to prepare themselves through an educational process, for the jobs checked by the plant. At the same time it provides a custom trained work force for the company resulting in higher productivity and lower start-up cost. This is a savings to the taxpayer and a boost to the economy of rural Mississippi.

Accomplishments and Outcomes to Date

Approximately 65 percent completed training toward a target of 1250 employees.

Accomplishments and Expected Outcomes

The plant staffed with a trained productive work force. The public education system improved from the experience.

For Further Information Contact:

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Vocational-Technical Education
State Department of Education
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Jackson, MS 39205
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PARTNERSHIP PROGRAM PROFILE

BOOTHEEL EDUCATIONAL CONSORTIUM

Need

The Bootheel Educational Consortium (BEC) was established as a means of providing postsecondary educational opportunities to a six county region of Missouri which is best characterized by an average educational attainment of 8.8 years, a median income level at 50 percent of the state median, and an economy which is rapidly shifting from agriculture to business and industry. While there are over 100,000 bootheel residents over the age of 18, no institution of higher education is located in the immediate area. The Executive Advisory Committee of the BEC is composed of three representatives from educational institutions, business and industry, and consumers of educational services. The primary goal of the consortium is to enhance educational attainment levels and the economic condition of the bootheel citizens through promotion and expansion of educational opportunity.

Partners

The program partners include Southeast Missouri State University, Three Rivers Community College, University of Missouri Extension, and local area vocational schools. Programs and services are directed to the adult population of the region either through postsecondary or non-credit courses, seminars, workshops, etc., which have been identified as particularly pertinent to meeting the needs of the region.

Location of Program

The program is conducted within the six county region located in the extreme Southeastern corner of the State of Missouri.

Objectives

The program has three long-range objectives.

1. Improvement in level of educational attainment, training, and employment of economically disadvantaged persons in the bootheel.
2. Improvement in median family incomes as a direct result of training.
3. Establishment of a durable model for extending education and training programs to rural and deprived areas.

Procedures

The procedures for accomplishing the goals, to date have involved substantial needs assessment, articulation and coordination of promotional efforts designed to build an awareness among the citizens of the region of the opportunities provided. Over the past two years, the consortima institutions offered 278 credit courses to some 3,800 residents. In addition, over 5,000 residents have taken advantage of non-credit opportunities.

Accomplishments and Outcomes Expected

Future plans include developing strategies to offer courses on-site in regional industries through work-release programs as well as providing a funding base which will drastically decrease costs for participants.

For Further Information Contact:

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Southeast Missouri State University
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(314) 651-2192

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PARTNERSHIP PROGRAM PROFILE

CONTINUING EDUCATION FOR THE HEALTH PROFESSIONS

Need

Continuing education for any professional living in rural America presents some basic problems. There are those of isolation and accessibility, time away from practice or profession, accreditation, and costs. These and similar problems present unique challenges for the small rural college dedicated to providing quality continuing education.

Since its inception in 1972, the purpose and philosophy of Continuing Education for the Health Professions Program at Chadron State College has been the continued improvement of health care delivery to regional and area residents. This goal is being achieved through the provision of continuing and inservice educational opportunities for people employed in the health care, human service and helping professions. Delivery of educational service to health professionals has been accomplished through cooperative agreements and co-sponsoring arrangements with other insitutions of higher education, health care agencies, and health education providers. By resource sharing and networking, these partnerships have enabled a number of the problems and many of the needs of this population to be addressed and successfully served. (This presentation highlights those partnership successes and illustrates their formation.)

Partners

The program partners include area, regional, state and federal health education providers and institutions and Chadron State College's Center for Continuing Health Education. Chadron State College is a four-year accredited postsecondary institution governed by the Board of Trustees of the Nebraska State Colleges and funded by the Nebraska Legislature.

Target Audiences

The target audiences served by this program are people employed in health care, human service and the helping professions. The Chadron State College/Center for Continuing Health Education service area encompasses most of Western Nebraska (An area within 150 miles of the campus.)

Objectives

The program objectives of the Center for Continuing Health Education are:

1. To provide low cost continuing education to a targeted audience of health care, human service, and helping professionals, and
2. To provide documentation ad registry services (CEUs) for the successful completion of approved continuing education programs.

The Goal of the Program is:

To improve health care delivery to area and regional residents through the provision of educational services and professional CEU - accredited learning experiences.

Procedures

The Procedures for accomplishing objectives are:

1. Establish cost sharing and co-sponsorship arrangements with other colleges, health care institutions, and health education providers.
2. Implement an automated record and data managment systems for providing contiuning education unit (CEU) registry and documentation services.
3. Development of a consultant resource network of regional and national continuing health education providers and faculty.
4. Development of a system for the promotion, marketing, delivery and accreditation of continuing health education programs.
5. Provide consultant services in developing in-service education programs, audio-visual instructional materials and curricula for health care institutions and agencies.

Accomplishments and Outcomes to Date

1. Twelve years of excellence in providing continuing education to the health professional of Western Nebraska.
2. Delivery of approximately sixty educational events per year serving over 2,500 people.
3. Development of a computerized data management system.

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PARTNERSHIP PROGRAM PROFILE

PROGRAMMING FOR COMMUNITY INVOLVEMENT

Need

Frequently, criticizing the schools is one of the more enjoyable and creative pasttimes in a community. When one facilitates partnerships in education between local community groups and the school, the result is a subjective right brain impression of our schools in the community and a reduction of the fantasy element in speculation about a school.

Partners

The program partners include local government agencies, health services, business associations, recreational groups, township citizens, parents and other local educational agencies all working along with the local public school

Sponsors

Hampton Township Board of Education

Target Audience

This partnership program benefits both the local public school students and the various groups which participate.

Location of Program

The program is located at the Marian Emmons McKeown School in Hampton Township, New Jersey, a K-6, one school district in Sussex County which has 325 students and a staff of 51.

Objectives

1. To facilitate partnerships in education between local community groups and the school which result in demonstrating the excellence of the local public school.
2. To achieve one of the educational goals of the school district: "Each child should acquire...a sense of civic responsibility." Students will realize the role various civic and community groups play in the educational and social life of a school.

Procedures

The Hampton School District plans specific activities during the year which include local and county governmental agencies, businesses, recreational groups, health services, parents, citizens of the township and other local educational agencies. Students begin to realize the civic responsibility each group shares with the school and citizens become aware of the local school programs. This interaction results in creating a very positive and wholesome impression of our school in the community.

Accomplishments and Outcomes to Date

Rotary and realtor affiliations; power company, bank and insurance agency affiliations; senior citizens day, career day and recreational partnerships; cultural and educational activities, a child identification project, facility sharing activities and more.

Accomplishments and Expected Outcomes

The future would include plans to continue to expand out business partnerships, and plans to disseminate this partnership program with the local media and other publications to share this information with other school districts.

For Further Information Contact:

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Chief School Administrator
Hampton Township School District
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Newton, N.J. 07860
(201) 383-5300

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PARTNERSHIP PROGRAM PROFILE

CAYUGA-ONONDAGA B.O.C.E.S/CAYUGA COMMUNITY COLLEGE SHARED EFFORTS IN VOCATIONAL EDUCATION

Need

1. An economical way to provide quality program in vocational education in a rural area.
2. The chance to build career ladder development opportunities between secondary and post-secondary institutions.
3. The opporunity to meet common goals.
4. The opporunity to maximize usage of special facilities and equipment for vocational instruction.

Partners

The program partners include the Cayuga-Onodaga Board of Cooperative Educational Services and the Cayuga Community College.

Target Audience

Secondary, postsecondary and adult students in vocational education.

Location of Program

Cayuga-Onodaga B.O.C.E.S. Campus, 234 South Street Road, Auburn, NY 13021.

Ojectives

1. To maximize resources available for vocational education in a rural county through joint planning of use of Vocational Education Act and local capital expenditures.
2. Develop articulation agreement to provide career training ladders in vocational occupations.
3. Share facilities to avoid duplication.

Procedures

An agreement between the two institutions provides for shared use of facilites, articulation of common programs, joint faculty and a continuing plannig process for vocational education needs in the area.

Accomplishments and Outcomes to Date

1. Facilites of the Cayuga-Onodaga B.O.C.E.S have been used by the Cayuga Community College for vocational intruction for the past five years.
2. Vocational Education Act monies of each institution are spent in such a way as to complement the common programs between institutions.
3. Four teachers are jointly hired by the B.O.C.E.S. and the College and serve student populations of each institution.
4. The percentage of secondary programs has increased 18 percent over four years.
5. Articulation agreements exist in six instructional areas between the institutions.
6. The two institutions jointly constructed an energy efficient classroom building utilizing student work and have also built a nature trail.
7. Share Advisory Committeees between the College and the B.O.C.E.S. aid in program development.
8. Six high schools also provide college leavel courses on-site through cooperative arrangements with the College.

Accomplishments and Expected Outcomes

1. Increased planning activities for future programs.
2. Additional articulation agreements.
3. Shared programs for industry, business and governmental needs.

For Further Information Contact

Paul W. Haley
District Superintendent of Schools
Cayuga-Onodaga B.O.C.E.S.
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Auburn, NY 13021
(315) 253-0361

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PARTNERSHIP PROGRAM PROFILE

TEACHER EXCHANGE IN RURAL SCHOOLS

Need

Interwoven into much of the literature and mythology surrounding teaching and teacher education is the belief that college and university professors live in an "ivory tower." This belief has generated among school practitioners and the general public, a concern that many university teacher education professors are unaware of existing conditions in the public school classrooms. In an effort to respond to this concern and facilitate communications between the university and local school systems, a systematic sustained teacher exchange program was developed and implemented. The literature review on university faculty returning to the classroom uncovered a few isolated instances in which individual professors returned but found no published plan for a systematic program.

Partners

This effort between East Carolina University, Greenville City Schools, Duplin County Schools, Pitt County Schools and Washington City Schools appears to be a first.

Target Audience

College/University Faculty and public school personnel.

Location of Program

This program is taking place in eastern North Carolina, an almost exclusively rural area of the state.

Objectives

The primary objective of the Exchange Program is to provide opportunities for university faculty members and public school personnel to increase their understanding of each other's roles, responsibilities and daily demands. In addition, the Exchange provides insight for educators as to the kinds of research needed to benefit actual classroom situations and additional linkages between public schools and the university.

Procedures

The Exchange options, details of the orientation meeting and "shadowing activity" and evaluation forms were compiled into a procedural handbook. The Teacher Exchange Handbook was distributed to all teacher education faculty and to the participating school systems. It stated that participation in the Program was voluntary.

Accomplishments and Outcomes To Date

Eight East Carolina University professors from five departments were involved during the first semester of the Program's operation. All of them felt the experience had been beneficial and provided them a "resensitization to children and school situations." Numerous requests for the Handbook have been received as a result of an article in *The Chronicle of Higher Education*.

Accomplishments and Expected Outcomes

East Carolina University and local school systems are continuing their cooperative effort through teacher exchange as it serves to remind educators of each other's contributions and responsibilities to the education of today's young people.

For Further Information Contact:

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East Carolina University
Greenville, N.C. 27834
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PARTNERSHIP PROGRAM PROFILE

PENNSYLVANIA PARTNERSHIPS IN ACTION

Need

In his agenda for Excellence in Pennsylvania Public Schools, Governor Thornburgh acknowledged the fact that restoring quality to our educational system would require resources greater than those available in the educational system itself. Consequently, he called upon the schools to establish partnerships and cooperative relationships with business and industry and with other entities in the public and private sector so that their considerable resources could be brought to bear in the overall process of improving education. At the same time the Governor stressed the equally valuable contribution the schools could make to their partners - a contribution which could foster economic growth and improve the quality of life in Pennsylvania communities.

Partners

The prospective program partners which lthis initiative encourages include every one of the 501 public school districts and 84 area vocational-technical schools in the Commonwealth along with business and industry and public and private sector organizations from each community.

Target Adulence

These potential partners are also the project's target audience.

Sponsors

Sponsorship for the program is shared by the Governor's Private Sector Initiatives Task Force and the Pennsylvania Department of Education with cooperation from the State Chamber of Commerce, the Business Council of Pennsylvania and the state's Intermediate Units and Institutions of Higher Education. Overall direction for the project comes from the Commissioner for Basic Education in the Department of Education.

Commonwealth Objectives of Pennsylvania

The major objective of this program is to encourage public/private partnerships in education which:

1. provide an opportunity to bring the "outside world" into the classroom;
2. lead to more informed career choices for students'
3. develop academic and vocational skills needed for employment;
4. broaden the base of support for schools;
5. improve the climate for business and industry;
6. make the educational resources of the school available to the community;
7. promote the sharing of facilities, equipment and staff expertise.

Accomplishments and Outcomes to Date

Pennsylvania's Partnership Project was initiated through a statewide conference called by the Governor to introduce potential partners to the proposed program and to encourage their future participation. Subsequently, a survey was conducted to determine existing educational partnerships and to identify successful programs and practices which could serve as models. In order to reinforce the message conveyed at the Governor's Conference, a brochure was prepared and widely distribuited which was designed to present the partnership concept and develop a general "awareness" in the public. This was followed by the publication of a "how to" booklet which provided the centerpeice in a training effort which prepared Department and Intermediate Unit staff as consultants to work with schools in initiating partnerships. Throughout the next school year these individuals will attempt to create some type of partnership in every Pennsylvania school district with special emphasis on promoting rural partnership initiatives.

Accomplishments and Expected Outcomes

In addition to this statewide thrust, most state government agencies adopted local schools in Harrisburg City and will be working with them in a variety of partnership activities.

For Further Information Contact:

Bureau of Education Planning and Testing
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 782-2862

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TEXAS TECH CO-OP FOR MORE EFFECTIVE SCHOOLS

Need

To link the research on effective schools and effective teaching with specific instructional leadership tasks and methods. Small districts in the region need assistance in developing goals and leadership skills to become more effective in achieving their instructional goals. The faculty members from Texas Tech University also need the opportunity to work with school district leadership teams in applying research and knowledge about effective schools.

Partners

The program partners include faculty members of the Department of Educational Administration, Texas Tech University, staff members of Pedamorphosis, Inc., and leadership teams from eight small rural school districts. The leadership teams are composed of the superintendent, the school principals, and at least one teacher from each school building. Pedamorphosis, Inc. is a small, not-for-profit corporation established to further improvement of schools.

Sponsors

Same as above.

Target Audience

Indirectly - students in eight small rural school districts
Directly - Administrators and teachers in those districts

Location of Program

Within a 75-mile radius of Lubbock, Texas, located in the Southern Panhandle and High Plains region of West Texas.

Objectives

1. To familiarize the target school personnel with the research on effective schools.
2. To lead the school district personnel to self-examine, and then alter, their operational norms.
3. To lead personnel of the College of Education, Texas Tech University, to self-examine and then alter, their operational norms and ways of relating to schools.
4. To lead the school district personnel to seek and make use of feedback and external assistance in their renorming efforts.
5. To develop and use improvement plans and processes reflecting research on effective schools e.g., collaboration among staff and administration; a goal focus for activity; data driven practices; action plans to guide performance; organization development; and skill development for all roles (teachers, principal, superintendent, professors).
6. To develop an on-going cycle of three-year periods during which time faculty of Texas Tech University and Pedamorphosis personnel work with deffenrent groups of schol districts to carry out the goals of the Co-Op.

Procedures

A steering committee developed a plan for on-campus workshops, follow-up visits to the school districts by Texas Tech and Pedamorphosis personnel, and on-site training sessions. Local leadership teams develop and carry out plans for improving local school effectiveness consistent with research findings.

Accomplishments and Outcomes to Date

The project is moving into its third year of operation. Training workshops and on-site visits have resulted in local goal-setting and development of plans for achievement of those goals. Districts have proceeded to carry out the plans thus developed, with emphasis on classroom instruction improvement and more effective supervision of instruction.

Accomplishments and Outcomes Expected

Further implementation of locally developed school improvement plans. Movement into a second three-year cycle involving a different group of cooperating school districts.

For More Information contact

Dr. Weldon Beckner, Chairman
Educational Administration and supervision
College of Education
Texas Tech University
Lubbock, Texas 79409
(806) 742-2391

06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

DIXIE COLLEGE-GARFIELD COUNTY SCHOOL DISTRICT TELE-LEARNING PROJECT

Need

Students in rural schools need to be provided with direct instruction that they would not be able to receive due to the limitations of the rural environment.

Partners

The Garfield School District, Dixie College and the Utah State Office of Education.

Target Audience

School-age children in the Garfield School District.

Location of the Program

Southern Utah - Washington and Garfield counties.

Procedures

Setting up a live inter-microcomputer through dedicated data and conference lines between Dixie College initially and any other institution eventually and the Garfield School District whereby students in tele-learning centers will be able to live and interactively receive instruction from an instructor from miles away.

Accomplishments to Date

The data and conference lines have been installed; a trigonometry course has been piloted in three high schools with the initial instruction coming from a professor of mathematis at Dixie College some 180 miles distant. Students have passed the final test in one of the schools. In the other schools students will complete that course and are expected to pass the final test in May 1984.

Accomplishments and Expected Outcomes

The Garfield School District will re-submit an application for funding so that we might complete the total softwork of the Tele-Learning Network that will then be transportable to any other institution in the State of Utah and any other institution in the United States at the will and desire of the State of Utah.

For Further Information Contact

Dr. Henry E. Jolley
Superintendent
PO Box 398
Panguitch, UT 84759
(801) 676-8821

06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

SUPPORTING TEACHER-RESEARCHERS
IN RURAL COMMUNITIES

Need

If real educational change in writing literacy is to be accomplished in rural America, teachers must become their own experts as writers, teachers of writing, and practice-oriented reserachers in writing. Through a system of mail and telecommunications networking, teachers and their students will be able to propose new ideas about the writing process, to test their own research, and to exchange their findings.

Partners

The program partners include the Bread Loaf School of English of Middlebury College, the Fund for the Improvement of Postsecondary Education, the Rockfeller Foundation, the Lyndhurst Foundation and the Apple Education Foundation.

Target Audience

The Program in Writing at the Bread Loaf School of English addresses the writing needs of rural secondary school teachers of English who work in regions of poverty with high student drop-out rates, community hostility, low teacher morale, poor teaching salaries and heavy workloads, and significant minority groups, especially Blacks and Native Americans.

Location of Program

During the summer the Program is conducted at the Bread Loaf School of English in Vermont and continued during the year in the rural schools of these Bread Loaf teachers. Objectives Each year the School of English supports at least forty (40) teacher-researchers of English in rural communities, helping them to form research communities in their schools and to begin to create networks on a state and regional basis. Teachers come to the Bread Loaf School of English in Vermont or at Lincoln College, Oxford (with full financial support) and conduct case studies of themselves as writers and learners and plan studies of their students as writers and learners. The School seeks to provide an alternative to traditional modes of rural teacher education: our mode is self-generated, interactive and firmly grounded in the teacher's own working life.

Procedures

After recruiting efforts each year, which reach into over 10,000 secondary schools in at least forth (40) states, Bread Loaf selects each summer about 100 new or returning teachers to attend the Bread Loaf School of English in Vermont or at Oxford, where they take one graduate course in writing and one in literature. Teachers attempt to answer questions about the learning taking place in their classroom and explore the process of inquiry rather than formal research reports. Courses also offer teachers a forum for sharing the results of their inquiry in subsequent summers and formulating work for publication and/or in-service presentation to colleagues at home. In a subsequent summer, teachers return with their data to Bread Loaf, where they analyze and interpret their findings and write, edit and assemble reports and reflections on their experiences. They study their own and others' processes, products and evaluations so that they can return home as experienced participators and observers of writing.

Accomplishments and Outcomes to Date

The Bread Loaf Program in Writing is already having a national impact. In its 1983-84 annual national assessment of excellence in the teaching of writing, a panel of judges appointed by the National Education Association wrote in "Quality Education: The State of the Art" in *Today's Education* that no program was more committed to excellence in a teacher's classroom than that of the Bread Loaf School of English. With school-year research grants of $50,000 made available by the School, these teachers are preparing to become their own experts, to be producers rather than merely consumers of knowledge. Over the past six years, 427 teachers from 45 states who have shared the Bread Loaf experience have reached an estimated 167,000 rural high school students.

Accomplishments and Outcomes Expected

With the help of our partners, 100 additional teachers who will participate over the next two years will reach as many as 30,000 to 40,000 more rural students. These teachers will be provided scholarship funds at Bread Loaf and research grants of up to $1,500 for practice-oriented research in their rural communities. The school will provide a framework for describing and improving the ways students in rural schools achieve, use, and value literacy. The School is initiating a series of working papers, written by secondary school and university teachers with their students. With support from the Rockefeller Foundation, the School of English is conducting a National Conference on Writing Literacy at Bread Loaf in Vermont on July 15-16, 1985. About twelve (12) national educators will join Bread Loaf faculty and rural teacher/student researchers. Their deliberations will be published and disseminated to a national audience.

For Further Information Contact:

Paul M. Cubeta
Director
Bread Loaf School of English
Middlebury College
Middlebury, VT 05753
(802) 388-7946
(802) 388-3711, ext. 5418

06/28/84

NATIONAL CONFERENCE ON
BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA

June 28-30, 1984
Washington, DC

PARTNERSHIP PROGRAM PROFILE

JOINT EMPLOYMENT PILOT PROJECT

Need

The school system needs a highly trained math teacher to solve the math teacher shortage and to expand the curriculum in a small high school to include a high level mathematic course in probability and statistics and a computer math course.

Partners

The program partners include the Town of West Point Public School Board and The Chesapeake Corporation of Virginia located in West Point Virginia.

Target Adulence

The program services students in grades 8-12 at West Point High School

Location of Program

The Town of West Point Schools' facilities and resources are used in exchange for the engineers' services.

Objectives

The objective of the program is to offer high level math courses that could not otherwise be offered and to help solve the math teacher shortage. An engineer from the Chesapeake Corporation teaches one-half day at West Point High School.

Accomplishments and Outcomes to Date

The engineer is teaching a probability and statistics course and a computer math course at West Point High School. The Corporation is using school facilities for employee recreational programs and the school's media studio to make training and safety films. The Corporation has also used school buses to transport visitors to the Corporation sites.

Accomplishments and Expected Outcomes

This present program will continue in the future.

For Further Information Contact:

Ms. Claiborne R. Winborne
Assistant Superintendent for Administrative Services
Town of West Point School Board
P.O. Box 185
King William, VA 23086
(804) 769-3054

06/28/84

Press copy

Speech Delivered by
T. H. Bell
U. S. Secretary of Education

Rural Education Conference

June 28, 1984 -- 8:30 a.m.
Washington, D.C. -- Mayflower Hotel

THANK YOU BOB [DR. WORTHINGTON] FOR THAT KIND INTRODUCTION. I AM VERY PLEASED TO BE ABLE TO JOIN THIS GROUP TODAY AS YOU MEET TO DISCUSS BUILDING PARTNERSHIPS FOR EDUCATIONAL IMPROVEMENT IN RURAL COMMUNITIES. THE REAGAN ADMINISTRATION AND THE DEPARTMENT OF EDUCATION RECOGNIZE THE VERY UNIQUE AND VALUABLE CONTRIBUTIONS THAT THE RURAL COMMUNITIES OF AMERICA HAVE MADE AND WILL CONTINUE TO MAKE TO OUR COUNTRY. RURAL AMERICA REPRESENTS MUCH OF WHAT IS GOOD AND ENDURING IN OUR SOCIETY AND CONTAINS MANY OF THOSE TRADITIONAL AMERICAN VALUES THAT WILL KEEP OUR SOCIETY STRONG IN FUTURE YEARS.

I BRING YOU THE PRESIDENT'S GREETINGS AND BEST WISHES FOR THE SUCCESS OF THIS IMPORTANT CONFERENCE. THE PRESIDENT WAS UNABLE TO BE HERE TODAY, BUT HE SENT A PERSONAL GREETING TO ALL OF YOU.

[LETTER ATTACHED]

I JOIN PRESIDENT REAGAN IN COMMENDING EACH OF YOU FOR YOUR EFFORTS TO BUILD COOPERATIVE PARTNERSHIPS FOR THE PURPOSE OF ENHANCING EXCELLENCE IN EDUCATION THROUGHOUT RURAL AMERICA.

TODAY I WOULD LIKE TO TALK BRIEFLY ABOUT SOME OF THE CONTEMPORARY CHARACTERISTICS OF RURAL AMERICA AND RURAL EDUCATION, WHAT THE DEPARTMENT IS DOING TO ADVANCE THE CAUSE OF RURAL EDUCATION, AND HOW PARTNERSHIPS IN EDUCATION CAN AID THE IMPROVEMENT OF RURAL EDUCATION.

MIDDLE OF PAGE #1

THE WHITE HOUSE
WASHINGTON

June 26, 1984

I am delighted to send my warm greetings to all those gathered for the National Rural Education Conference.

Your theme, "Building Partnerships for Quality Education in Rural America," is in direct support of my efforts to promote excellence in education in this National Year of Partnerships in Education. America's future depends upon the health and vitality of our system of education. The training and learning of our people is everyone's concern. We must all do our part to improve the level of knowledge and understanding of our fellow citizens.

This event helps address the needs and concerns of a significant and growing segment of our population, the over 59 million Americans who live in rural America. My Administration maintains a strong commitment to rural education and understands its significant role in the future of our country.

I wish all of you a very successful conference and ask that you continue your efforts to build partnerships to improve the quality of education in rural America.

Ronald Reagan

FIRST I'D LIKE TO REVIEW SOME RURAL STATISTICS AND THEN MENTION SOME TRENDS THAT THEY SUGGEST:

- IN 1790 THE FIRST FEDERAL CENSUS FOUND THAT 19 OUT OF 20 AMERICANS WERE RURAL DWELLERS AND IT WASN'T UNTIL 1920 THAT MORE AMERICANS LIVED IN URBAN AREAS THAN IN RURAL ONES!

- IT NOW APPEARS THAT THE CENTURY LONG TREND OF POPULATION SHIFT FROM RURAL TO URBAN AREAS HAS BEEN HALTED. IN 1970 THE RURAL POPULATION WAS 53.9 MILLION (26.5%) AND IN 1980 RURAL POPULATION HAD INCREASED TO 59.5 MILLION (26.3%). AND IN 1983 ONLY 5.8 MILLION AMERICANS (OR 2.1%) LIVED ON FARMS. WHAT THIS MEANS IS THAT THE GROWTH IN RURAL AMERICA HAS BEEN DUE LARGELY TO NON-FARM POPULATION.

THESE FACTS HAVE MAJOR IMPLICATIONS FOR THE DEVELOPMENT OF EDUCATION STRATEGIES IN RURAL COMMUNITIES. A DECLINE IN THE NONFARM POPULATION MEANS THAT RURAL AMERICA IS EXPERIENCING GREATER DIVERSITY THAN EVER BEFORE WITHIN ITS COMMUNITIES. NOW MORE THAN EVER THERE IS A TREMENDOUS NEED TO BUILD EFFECTIVE PARTNERSHIPS TO SERVE THE MEMBERS, BOTH OLD AND NEW, OF THE RURAL COMMUNITIES.

TWO SETS OF FACTS ON RURAL SCHOOLS ARE ALSO SIGNIFICANT FOR THE DEVELOPMENT OF RURAL EDUCATION POLICY:

- IN 1981-82 THERE WERE 6,586 PUBLIC SCHOOL DISTRICTS THAT ENROLLED FEWER THAN 600 PUPILS.

THESE VERY SMALL SYSTEMS, MOST OF WHICH ARE LOCATED IN RURAL AREAS, CONSTITUTING 41.5% OF ALL THE SCHOOL DISTRICTS IN THE COUNTRY BUT THEY ENROLLED ONLY 3.9% OF THE CHILDREN IN PUBLIC SCHOOLS.

- THAT SYMBOL OF RURAL AMERICA - THE ONE TEACHER SCHOOL IS GRADUALLY BEING ELIMINATED IN THIS COUNTRY. AT THE END OF W.W.II (1945-1946) THERE WERE NEARLY 87,000 ONE TEACHER SCHOOLS IN THE U.S. TODAY ONLY ABOUT 800 OF THESE ONE TEACHER SCHOOLS ARE IN EXISTENCE.

THE OBVIOUS ADVANTAGES OR STRENGTHS OF RURAL SCHOOLS ARE WELL KNOWN. I SPEAK FROM EXPERIENCE HAVING GONE TO THEM IN LAVA HOT SPRINGS, IDAHO IN THE DAYS OF MY YOUTH:

- THE CLASSES ARE SMALL
- INDIVIDUAL ATTENTION IS THE ORDER OF THE DAY.
- THE STUDENTS HAVE MANY OPPORTUNITIES FOR LEADERSHIP POSITIONS AND DEVELOP THEIR INDIVIDUAL TALENT.
- A HIGHER PARTICIPATION IS POSSIBLE AND EXPECTED IN EXTRA CURRICULAR ACTIVITIES.

THERE ARE ALSO THE EQUALLY WELL KNOWN DISADVANTAGES OF SMALL, RURAL SCHOOLS:

- THE FACULTY MUST TEACH MANY DIFFERENT SUBJECTS, SOME OUT OF THEIR FIELDS.
- THE SCHOOLS OFTEN LACK EXPENSIVE LABS, LIBRARIES OR SPECIALIZED EQUIPMENT.
- THEY ARE OFTEN RATHER ISOLATED AND LACKING THE CULTURAL ASSESTS FOUND IN URBAN AREAS (MUSEUMS, LIBRARIES, THEATRE, CONCERTS, ETC.).
- THEY GENERALLY LACK ADEQUATE FINANCIAL RESOURCES.

IT SEEMS TO ME THAT RURAL SCHOOLS ARE EXCELLENT PLACES FOR NEW PRIVATE SECTOR PARTNERSHIPS, ESPECIALLY THOSE THAT ARE CONCERNED WITH UTILIZING THE NEW EDUCATIONAL TECHNOLOGY - COMPUTERS, VIDEO DISCS, T.V., VIDEO CASSETTES, ETC., UNIQUELY SUITED TO COMPENSATE FOR RURAL ISOLATION AND LACK OF FINANCIAL AND CULTURAL RESOURCES. IT'S NOT TOO FAR FETCHED TO LOOK FORWARD TO THE DAY WHEN THE NEW TECHNOLOGY HAS AS SIGNIFICANT AN IMPACT ON RURAL EDUCATION AS RADIO AND T.V. HAD ON OUR FATHERS' LIFESTYLE. IN FACT THANKS TO THE GENEROUS AND FARSIGHTED SUPPORT OF BILL NORRIS, CHAIRMAN OF CONTROL DATA CORPORATION, A MODEL RURAL COMMUNITY EDUCATION PARTNERSHIP PROGRAM HAS BEEN ESTABLISHED IN FOREST CITY, IOWA DESIGNED TO BUILD COMPUTER LITERACY AND COMPUTER-BASED EDUCATION INTO THE MAINSTREAM OF FOREST CITY COMMUNITY LIFE.

BECAUSE I AM A PRODUCT OF SMALL RURAL TOWNS AND SMALL RURAL COLLEGES, I HAVE A WARM SPOT FOR THE TYPE OF INSTITUTIONS THAT YOU REPRESENT, AND FOR THE ALMOST SACRED CAUSE OF RURAL EDUCATION THAT YOU SO EFFECTIVELY ADVOCATE.

SOCIOLOGISTS HAVE OBSERVED THAT A STATE'S CHARACTER, CULTURE, ECONOMY, VALUES, BELIEFS, AND SOCIAL ATTITUDES HAVE BEEN TRADITIONALLY SHAPED BY ITS SMALL TOWNS.

-- I KNOW THAT IS TRUE FROM MY OWN EXPERIENCE OF GROWING UP IN LAVA HOT SPRINGS, IDAHO - POPULATION 467 (1980).

RURAL AREAS HAVE MADE OBVIOUSLY IMPORTANT CONTRIBUTIONS TO THE STATE AND NATION'S ECONOMY BY THE PRODUCE OF ITS SOIL AND FORESTS - ITS FOOD AND FIBRE. BUT IT IS OFTEN OVERLOOKED THAT THE STATE AND REGION'S VERY CHARACTER HAS BEEN STAMPED BY THE SMALL TOWNS.

I AGREE COMPLETELY WITH THE OBSERVATIONS OF AN IOWA NEWSPAPER THAT: "THE BELIEFS, VALUES, AND TABOOS CULTIVATED THERE - AROUND THE FAMILY DINNER TABLE, OR IN A MAIN STREET CAFE, AT A CHURCH CIRCLE MEETING OR IN A HIGH SCHOOL CLASS HAVE HAD A POWERFUL INFLUENCE ON THE POLITICAL AND SOCIAL ATTITUDES OF THE STATE'S PEOPLE."

ANOTHER WAY OF EXPRESSING AN INSIGHT INTO THE LASTING VALUES OF RURAL AMERICA AND THE NEED TO PRESERVE IT WAS WRITTEN BY OLIVER GOLDSMITH IN HIS DESERTED VILLAGE (1770):

"ILL FARES THE LAND, TO HASTENING ILLS A PREY
WHERE WEALTH ACCUMULATES, AND MEN DECAY;
PRINCES AND LORDS MAY FLOURISH, OR MAY FADE;
A BREATH CAN MAKE THEM, AS A BREATH HAS MADE;
BUT A BOLD PEASANTRY, THEIR COUNTRY'S PRIDE;
WHEN ONCE DESTROYED, CAN NEVER BE SUPPLIED.

BECAUSE OF MY UPBRINGING AND MY RURAL ROOTS, I HAVE LONG WORRIED THAT MY STATE AND REGION'S CHARACTER, CULTURE, ECONOMY, VALUES, BELIEFS, AND SOCIAL ATTITUDES HAVE BEEN PLACED IN GRAVE JEOPARDY BY THE MASSIVE SHIFT IN POPULATION OVER THE LAST 50 YEARS FROM RURAL TO URBAN AREAS WITH THE FOLLOWING RESULTS:

-- DECLINE OF SMALL FARMS

-- DECLINE OF SMALL COMMUNITIES

-- DECLINE OF GRADE SCHOOLS AND HIGH SCHOOLS

-- RAPID AND INCREASING OUT MIGRATION OF OUR YOUNG PEOPLE

NATURALLY I WAS VERY PLEASED TO READ THAT PRELIMINARY DATA FROM THE 1980 CENSUS INDICATES THAT THIS CENTURY-LONG TREND IS SLOWLY REVERSING ITSELF AS AMERICAN POPULATION SHIFTS FROM:

-- FROST BELT TO SUN BELT

-- BIG CITIES TO SMALL TOWNS

-- URBAN TO RURAL AREAS

I ALSO KNOW FROM MY EXPERIENCE THAT AS LONG AS THE LOCAL SCHOOLS ARE ALIVE AND WELL, THE LOCAL COMMUNITIES THRIVE, AND VICE VERSA. FOR IN MANY OF THESE RURAL AREAS THE SCHOOL IS CENTRAL TO HELPING CREATE THE "SENSE OF COMMUNITY" THAT IS SO NECESSARY. THAT IS WHY I REGARD THE IMPROVEMENT OF RURAL EDUCATION AND RURAL FAMILY EDUCATION AN ALMOST SACRED CAUSE.

THE DEPARTMENT OF EDUCATION RECOGNIZES THE UNIQUE AND VALUABLE CONTRIBUTIONS RURAL AMERICA HAS MADE TO BOTH THE SOCIAL AND ECONOMIC DEVELOPMENT OF OUR COUNTRY.

BECAUSE THE RURAL AREAS HAVE NOT RECEIVED THE EMPHASIS ON EDUCATION THAT THEY DESERVE I.E., SIMPLE EQUITY, THE DEPARTMENT OF EDUCATION, HAS AS YOU KNOW ADOPTED A POLICY ON RURAL EDUCATION AND RURAL FAMILY POLICY FOR THE '80S, WHICH STATES IN PART:

> "RURAL EDUCATION SHALL RECEIVE AN EQUITABLE SHARE OF THE INFORMATION, SERVICES, ASSISTANCE AND FUNDS AVAILABLE FROM AND THROUGH THE DEPARTMENT OF EDUCATION AND ITS PROGRAMS."

DURING THE PAST YEAR, THE DEPARTMENT OF EDUCATION HAS TAKEN MANY SPECIFIC ACTIONS TO CARRY OUT THE VARIOUS INITIATIVES WHICH CONSTITUTE THIS POLICY. I'M NOT GOING TO SPEND THE TIME THIS MORNING TO DESCRIBE ALL THE GREAT WORK BOB AND HIS STAFF HAVE ACCOMPLISHED.

IN SEPTEMBER THE RURAL EDUCATION COMMITTEE WILL SUBMIT A DETAILED REPORT TO ME ON THE PROGRESS WE HAVE MADE IN IMPLEMENTING OUR RURAL EDUCATION POLICY DURING THIS FISCAL YEAR. I'M SURE BOB WILL BE PLEASED TO GIVE YOU A COPY AFTER I'VE HAD TIME TO READ IT. I HOPE I'LL BE READING A GREAT DEAL ABOUT THE MANY PARTNERSHIPS IN RURAL EDUCATION THAT HAVE BEEN ESTABLISHED.

I TRUST YOU'LL CONTINUE TO INCLUDE THE BUILDING OUR AMERICAN COMMUNITIES PROGRAM AND THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM IN YOUR ACCOMPLISHMENTS.

THESE TWO PROGRAMS ARE ESPECIALLY IMPORTANT TO AMERICAN EDUCATION, TO THE FUTURE OF AGRICULTURAL EDUCATION AND TO THE CONTINUED VIABILITY OF RURAL AMERICA AND ARE EXCELLENCE EXAMPLES OF PARTNERSHIPS IN EDUCATION.

THE BUILDING OF AMERICAN COMMUNITIES PROGRAM WAS BEGUN IN 1971. SINCE THAT TIME BUILDING OUR AMERICAN COMMUNITIES PROGRAM HAS RECEIVED THE TECHNICAL SUPPORT OF THE FARMERS HOME ADMINISTRATION, U.S. DEPARTMENT OF AGRICULTURE, NATIONAL VOCATIONAL AGRICULTURE TEACHERS ASSOCIATION AND THE U.S. DEPARTMENT OF EDUCATION. IT IS SPONSORED BY R.J. REYNOLDS INDUSTRIES, INC. OF WINSTON-SALEM, NORTH CAROLINA.

AS I WAS REVIEWING MY REMARKS FOR TODAY IT OCCURED TO ME THAT RURAL AMERICANS HAVE ALWAYS BEEN INVOLVED IN MANY FORMS OF SCHOOL PARTNERSHIPS. EVERYTIME YOU PUT OUT A YEARBOOK AND ALL THOSE LOCAL BUSINESSMEN AND WOMEN PAY A FEE TO HAVE A SMALL AD PRINTED IN THE BACK OF THE BOOK -- THAT IS A PARTNERSHIP. THOSE BUSINESSES KNOW THAT IN REALITY, THE ADS WILL PROBABLY NOT EARN THEM MUCH, IF ANY, INCREASE IN PROFITS. ESSENTIALLY THEY ARE MAKING A DONATION TO YOUR SCHOOLS. OTHER EXAMPLES OF THESE PARTNERSHIPS INCLUDE THE CAR DEALER WHO LOANS CARS FOR THE DRIVERS ED CLASS OR THE SCHOOL PARADE; THE BUSINESS THAT CONTRIBUTES MONEY TO BUY A NEW GOAL POST OR UNIFORMS FOR THE BAND; AND THE PEOPLE WHO CONTRIBUTE TIME AND MONEY TO MAKE COSTUMES FOR THE SCHOOL PLAY.

THESE TYPES OF PARTNERSHIPS ARE IMPORTANT AND ARE EVIDENCE TO ME THAT PEOPLE HAVE ALWAYS BEEN AND ARE STILL INTERESTED IN SCHOOLS. THEY WANT TO HELP. IT IS YOUR RESPONSIBILITY AS EDUCATORS TO GIVE THEM THAT OPPORTUNITY. JUST AS YOU CAN GET A COMMUNITY TO SUPPORT THE STUDENT CAR WASH THAT WILL HELP PAY FOR NEW LIBRARY BOOKS, YOU CAN ALSO ENLIST THE SUPPORT OF A CORPORATION TO CONTRIBUTE COMPUTER EQUIPMENT TO YOUR SCHOOL.

I WOULD LIKE TO COMMEND THE REPRESENTATIVES OF SUCCESSFUL RURAL EDUCATION PARTNERSHIPS WHO ARE WITH US TODAY. I WANT TO EXPRESS MY SINCERE APPRECIATION TO YOU FOR BEING HERE AND SHARING YOUR EXEMPLARY PARTNERSHIP PROGRAMS WITH ALL OF US. I WISH YOU CONTINUED SUCCESS. TO EACH OF THE STATE'S TEAM MEMBERS, I WISH YOU SUCCESS IN DEVELOPING STRATEGIES TO ENCOURAGE THE FORMULATION OF PARTNERSHIPS TO IMPROVE THE QUALITY OF RURAL EDUCATION.

I AM PERSONALLY VERY ENCOURAGED AND VERY ENTHUSIASTIC ABOUT THE PROSPECTS FOR RURAL EDUCATION. YOUR COMMITMENT TO EXCELLENCE IN EDUCATION IS APPARENT TO ME. I WANT YOU TO KNOW THAT AT THE FEDERAL LEVEL YOU WILL HAVE OUR CONTINUED SUPPORT FOR RURAL EDUCATION. BUT I WANT YOU ALSO TO KNOW THAT THE SUCCESS OF THE PARTNERSHIPS IN EDUCATION PROGRAM IS BECAUSE OF YOUR WORK AND YOUR DEDICATION.

CONCLUSION

IT HAS BEEN MY EXPERIENCE, THAT OUR FARMER-SCIENTIST-PRESIDENT-AUTHOR-EDUCATOR, THOMAS JEFFERSON IN HIS FAMOUS NOTES ON VIRGINIA WAS CORRECT WHEN HE WROTE:

> "THOSE WHO LABOR IN THE EARTH ARE THE CHOSEN PEOPLE OF GOD, IF HE EVER HAD A CHOSEN PEOPLE..."

I ENVY YOU WHO ARE GOING TO SPEND YOUR LIVES WORKING THE LAND OR ENGAGED IN BUSINESS CONNECTED WITH AGRICULTURE WHICH ALLOWS YOU TO LIVE IN RURAL AMERICA.

I'D LIKE TO LEAVE YOU WITH AN OBSERVATION ON THE JOYS AND SATISFACTIONS OF FARMING BY THE LATE LOUIS BROMFIELD, WRITER AND SUPERB OHIO FARMER, WHICH I THINK IS EQUALLY APPLICABLE TO THE JOYS OF RURAL LIVING:

"I KNOW OF NO INTELLECTUAL SATISFACTION GREATER THAN THAT OF TALKING TO A GOOD INTELLIGENT FARMER OR LIVESTOCK BREEDER WHO, INSTINCTIVELY PERHAPS, KNOWS WHAT MANY LESS FORTUNATE MEN ENDEAVOR MOST OF THEIR LIVES IN VAIN TO LEARN FROM BOOKS, OR THE SATISFACTION OF SEEING A WHOLE LANDSCAPE, A WHOLE SMALL WORLD CHANGE FROM A HALF-DESERT INTO A RICH ORDERED GREEN VALLEY INHABITED BY HAPPY PEOPLE, SECURE AND PROSPEROUS, WHO EACH DAY CREATE AND ADD A LITTLE MORE TO THE WORLD IN WHICH THEY LIVE.

"WHO EACH SEASON SEE THEIR VALLEY GROW RICHER AND MORE BEAUTIFUL, WHO ARE AWAKE ALIKE OF THE BEAUTY OF THE DEER COMING DOWN TO THE PONDS IN THE EVENING AND THE MYSTERY AND MAGNIFICENCE OF A PRIZE WINNING POTATO OR STALK OF CELERY, WHO RECOGNIZE ALIKE THE BEAUTY OF A FIELD WITH A RICH CROP IN WHICH THERE ARE NO 'POOR SPOTS' AND THE BEAUTY OF A FINE SOW AND HER LITTER.

THESE ARE, IT SEEMS TO ME, AMONG THE PEOPLE WHO BELONG, THE FORTUNATE ONES WHO KNOW AND HAVE ALWAYS KNOWN WHITHER THEY WERE BOUND..."

IT HAS BEEN MY PLEASURE TO BE HERE TODAY. I LOOK FORWARD TO HEARING THE SUCCESS STORIES I AM CERTAIN YOU WILL HAVE TO TELL ABOUT PARTNERSHIPS AND ABOUT A NEW AND RENEWED EXCELLENCE FOR RURAL EDUCATION IN AMERICA.

GOOD LUCK AND GOD BLESS YOU IN ALL YOUR FUTURE ENDEAVORS IN SUPPORT OF RURAL EDUCATION AND RURAL FAMILIES.

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NATIONAL RURAL EDUCATION CONFERENCE

MAYFLOWER HOTEL

JUNE 28-30, 1984

8:30 A.M., THURSDAY, JUNE 28, 1984

OPENING REMARKS IN CONVENING THE CONFERENCE

LADIES AND GENTLEMEN, WILL YOU PLEASE BE SEATED. I AM ROBERT WORTHINGTON AND IT IS MY PRIVILEDGE TO CALL THIS NATIONAL RURAL EDUCATION CONFERENCE TO ORDER!

-ON BEHALF OF THE U.S. DEPARTMENT OF EDUCATION, I WELCOME YOU TO THE NATION'S CAPITOL AND THE NATIONAL CONFERENCE ON BUILDING PARTNERSHIPS FOR QUALITY AND THE NATIONAL CONFERENCE ON BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA. I AM PROUD TO BE A PRODUCT OF RURAL AMERICA.

-I WANT TO IMPRESS UPON YOU THIS MORNING THE DEPARTMENT'S COMMITMENT TO THE CONTINUED DEVELOPMENT OF QUALITY EDUCATION FOR THE PEOPLE OF RURAL AMERICA. THE DEVELOPMENT OF QUALITY IN OUR RURAL SCHOOLS, LIKE THIS CONFERENCE, WILL ONLY COME ABOUT THROUGH ACTIVE WORKING PARTNERSHIPS AMONG EDUCATIONAL INSTITUTIONS AND BETWEEN THE PUBLIC AND PRIVATE SECTORS. THESE PARTNERSHIPS WILL COMBINE FUNDING, HUMAN AND OTHER RESOURCES AND, MOST IMPORTANT, IDEAS TO EXPAND AND IMPROVE EDUCATIONAL OPPORTUNITIES FOR OVER 59 MILLION RURAL AMERICANS, MANY EXCELLENT PARTNERSHIPS ARE ALREADY IN PLACE, AS YOU WILL SEE AND HEAR DURING THIS CONFERENCE, BUT MUCH MORE NEEDS TO BE DONE. IT IS THE PURPOSE OF THIS CONFERENCE TO MOTIVATE AND ASSIST YOU TO BUILD AND IMPROVE PARTNERSHIPS FOR PROVIDING QUALITY EDUCATION IN RURAL AMERICA.

-THE DEPARTMENT OF EDUCATION ORGANIZATION ACT ASSIGNED RESPONSIBILITY FOR THE RURAL EDUCATION INITIATIVE TO THE OFFICE OF VOCATIONAL AND ADULT EDUCATION. IN RESPONSE TO THAT CHARGE, WE CREATED THE RURAL EDUCATION COORDINATING COMMITTEE, AND EVERY ASSISTANT SECRETARY AND EVERY OFFICE WHICH IMPACTS UPON RURAL EDUCATION HAS MEMBERSHIP ON THE COMMITTEE AND PARTICIPATES FULLY IN ITS ACTIVITIES. DR. DUANE NIELSEN, THE DEPUTY DIRECTOR FOR INNOVATION AND DEVELOPMENT IN OUR OFFICE, SERVES AS THE VICE-CHAIR AND MANAGER OF THE COMMITTEE.

-ONE OF THE MOST SIGNIFICANT ACTIVITIES OF THE COMMITTEE DURING THE PAST YEAR WAS THE DEVELOPMENT OF A DEPARTMENT OF EDUCATION RURAL EDUCATION POLICY STATEMENT. THE POLICY STATEMENT WAS SIGNED BY SECRETARY BELL ON

AUGUST 23 AND ANNOUNCED AT THE 75TH ANNUAL RURAL EDUCATION ASSOCIATION CONVENTION LAST OCTOBER IN MANHATTAN, KANSAS. YOUR EXTREMELY POSITIVE RESPONSE TO THIS STATEMENT HAS BEEN SINCERELY APPRECIATED.

-THE POLICY STATEMENT IDENTIFIES TEN ACTION AREAS TO WHICH THE DEPARTMENT IS COMMITTED IN OUR EFFORTS TO IMPROVE RURAL EDUCATION. ONE OF THESE COMMITMENTS IS TO SPONSOR AN ANNUAL NATIONAL FORUM ON RURAL EDUCATION. THIS IS THE FIRST SUCH FORUM! WE HAVE DESIGNED AN AGENDA WHICH EMPHASIZES BOTH THE SUBSTANCE AND PROCESS OF BUILDING PARTNERSHIPS. WE HAVE ASSEMBLED A PROGRAM OF SPEAKERS, INTERACTIVE WORK GROUPS, PLANNING SESSIONS, AND CURRENTLY OPERATING EXEMPLARY PROGRAMS WHICH WE HOPE WILL BE INFORMATIVE AND THOUGHT-PROVOKING.

-THE AGENDA IS THE PRODUCT OF A 26 MEMBER PLANNING COMMITTEE, CHAIRED BY DR. NIELSEN. THE MEMBERS OF THE PLANNING COMMITTEE ARE LISTED IN YOUR CONFERENCE PACKET, AND REPRESENT MANY RURAL AREAS, ORGANIZATIONS, AGENCIES, AND INSTITUTIONS. THESE PERSONS, REPRESENTING GOVERNMENT, PUBLIC AND PRIVATE ORGANIZATIONS, HAVE WORKED FOR OVER A YEAR TO CREATE THIS CONFERENCE, AND I WOULD LIKE ALL OF THEM TO STAND AND BE RECOGNIZED FOR THEIR EFFORT. WOULD THE MEMBERS OF THE PLANNING COMMITTEE PLEASE STAND. (PAUSE)

-THE PLANNING COMMITTEE HAS WORKED CLOSELY WITH DR. MARK NEWTON AND HIS STAFF AT THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION AT THE OHIO STATE UNIVERSITY WHICH IS UNDER CONTRACT TO THE DEPARTMENT OF EDUCATION TO CONDUCT THE CONFERENCE. THIS STAFF HAS DONE AN EXCEPTIONALLY FINE JOB OR HANDLING THE IMMENSE LOGISTICAL PROBLEMS ASSOCIATED WITH CONDUCTING A CONFERENCE OF THIS SIZE AND, MARK, WE THANK YOU.

-THE PLANNING COMMITTEE WAS STRUCTURED AROUND FOUR SUBCOMMITTEES, EACH CO-CHAIRED BY A DEPARTMENT OF EDUCATION OFFICIAL AND A LEADER FROM THE FIELD. THIS EXECUTIVE PLANNING GROUP DID MUCH OF THE SPADEWORK IN PUTTING THIS CONFERENCE TOGETHER. DALE LICK OF GEORGIA SOUTHERN COLLEGE AND TOM SCHULTZ OF THE NATIONAL INSTITUTE OF EDUCATION CO-CHAIRED THE PROGRAM SUBCOMMITTEE. JIM JESS, SUPERINTENDENT OF CAL COMMUNITY SCHOOL DISTRICT IN LATIMER, IOWA AND PRESIDENT OF THE RURAL EDUCATION ASSOCIATION AND CHUCK WALKER OF THE OFFICE OF CIVIL RIGHTS DIRECTED THE WORK OF THE TIME, PLACE, FACILITIES, AND FUNCTIONS SUBCOMMITTEE. WALT TURNER OF THE SMALL SCHOOLS NETWORK, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, AND VIRGINIA SAGREDO OF THE OFFICE OF MANAGEMENT CO-CHAIRED THE INVITATIONS AND PUBLICITY SUBCOMMITTEE, AND DORIS HELGE, EXECUTIVE DIRECTOR OF THE AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION AND DARLD LONG OF THE EVALUATION, DISSEMINATION, AND FOLLOWUP SUBCOMMITTEE.

-IN RECOGNIZING PERSONS WHO HAVE WORKED ON BEHALF OF RURAL EDUCATION, IT IS IMPORTANT FOR US TO REFLECT ON THE FACT THAT A NUMBER OF PERSONS HAVE BEEN WORKING QUIETLY BUT EFFECTIVELY AT THE NATIONAL LEVEL FOR YEARS!

THE RURAL EDUCATION COMMUNITY LOST A LEADER IN THE FIELD ON MAY 20 WHEN DR. NORMAN HEARN PASSED AWAY. NORM WAS ACTIVE IN RURAL EDUCATION IN MICHIGAN AND HELD SEVERAL POSITIONS IN THE OFFICE OF EDUCATION AND THE DEPARTMENT OF EDUCATION SINCE 1959. AT THE TIME OF HIS DEATH, HE WAS SERVING AS SPECIAL ASSISTANT TO THE DIRECTOR OF THE INDIAN EDUCATION PROGRAM. I WOULD LIKE FOR ALL OF US TO PAUSE AT THIS TIME AND OBSERVE A MOMENT OF SILENCE IN MEMORY OF DR. NORMAN HEARN.

(PAUSE)

-IN ADDITION TO OUR KEYNOTE SPEAKER, WE HAVE THREE DISTINGUISHED PARTICIPANTS ON THE DAIS WHO ARE REPRESENTATIVE OF THE PUBLIC/PRIVATE PARTNERSHIP WHICH WE ARE EMPHASIZING IN THIS CONFERENCE. DALE LICK IS PRESIDENT OF GEORGIA SOUTHERN COLLEGE AND HAS BEEN ACTIVELY INVOLVED IN PLANNING THIS CONFERENCE. JAMES JESS IS PRESIDENT OF THE NATIONAL RURAL EDUCATION ASSOCIATION AND SUPERINTENDENT OF THE CAL COMMUNITY SCHOOL DISTRICT IN LATIMER, IOWA AND WILLIAM C. NORRIS, FOUNDER AND CHAIRMAN OF THE BOARD OF CONTROL DATA CORPORATION, HAS BEEN A LEADER IN FORGING PARTNERSHIPS WITH PUBLIC AND OTHER PRIVATE INSTITUTIONS TO MEET A WIDE RANGE OF PRESSING SOCIAL NEEDS. YOU WILL BE HEARING FROM ALL THREE OF THEM LATER IN THIS SESSION. THESE GENTLEMEN WILL BE AVAILABLE TO THE PRESS AT 10:30 FOLLOWING THIS OPENING SESSION. (AND OUR DISTINGUISHED KEYNOTER IMMEDIATELY AFTER ADDRESS?) (UNLESS SECRETARY BELL AGREES TO WAIT UNTIL 10:30)

-IT IS NOW MY PLEASURE TO INTRODUCE A MAN WHOSE ROOTS RUN DEEP IN RURAL AMERICA. TED BELL WAS BORN AND ATTENDED SCHOOL IN LAVA HOT SPRINGS, IDAHO. AFTER SERVING WITH THE U.S. MARINES IN THE PACIFIC THEATER IN WORLD WAR II, HE BEGAN A LIFETIME OF SERVICE WHICH HAS LED TO HIS PRESENT POSITION AS THE NATION'S FOREMOST EDUCATOR. HE HAS SERVED AS SUPERINTENDENT OF SCHOOLS IN SCHOOL DISTRICTS IN IDAHO, WYOMING AND UTAH, SUPERINTENDENT OF PUBLIC INSTRUCTION AND COMMISSIONER OF HIGHER EDUCATION IN UTAH, AND PROFESSOR OF EDUCATIONAL ADMINISTRATION AT UTAH STATE UNIVERSITY. DR. BELL BEGAN HIS DISTINGUISHED CAREER OF FEDERAL SERVICE IN 1970 AS DEPUTY COMMISSIONER OF EDUCATION FOR SCHOOL SYSTEMS. HE SERVED LATER AS ASSOCIATE COMMISSIONER FOR FEDERAL/STATE RELATIONS AND ACTING U.S. COMMISSIONER. HE WAS UNITED STATES COMMISSIONER OF EDUCATION FROM 1974 TO 1976 AND WAS APPOINTED SECRETARY OF EDUCATION BY PRESIDENT REGEAN IN 1981. IT IS IMPORTANT TO NOTE THAT DR. BELL HAS HELD HIS FEDERAL EDUCATION POSTS UNDER THREE PRESIDENTS. FROM HIS DAYS AS AN ATHELETIC COACH AND SCIENCE TEACHER AT EDEN RURAL HIGH SCHOOL TO HIS PRESENT POSITION AS A MEMBER OF THE PRESIDENTS CABINET, THIS MAN IS A PRODUCT OF, AND ARTICULATE SPOKESMAN FOR RURAL EDUCATION. LADIES AND GENTLEMEN, I AM PROUD TO PRESENT THE UNITED STATES SECRETARY OF EDUCATION, THE HONORABLE TERREL H. BELL.

(KEYNOTE ADDRESS)

-THANK YOU DR. BELL FOR THOSE WELL CHOSEN WORDS ON BUILDING PARTNERSHIPS FOR QUALITY EDUCATION IN RURAL AMERICA. THE SECRETARY WILL MEET THE PRESS IMMEDIATELY IN THE SENATE ROOM OF THIS HOTEL, AND THE OTHER PARTICIPANTS IN THIS OPENING SESSION WILL BE AVAILABLE FOR THE PRESS IN THE SENATE ROOM AT 10:30 FOLLOWING THE CONCLUSION OF THE SESSION.

-LADIES AND GENTLEMEN, I AM PLEASED TO PRESENT A DISTINGUISHED LEADER IN BRINGING ATTENTION AND ACTION TO RURAL PROBLEMS. DALE LICK GREW UP ON A FARM IN MARLETTE, MICHIGAN AND EARNED HIS BACHELORS AND MASTERS DEGREES FROM MICHIGAN STATE UNIVERSITY AND HIS DOCTORATE FROM THE UNIVERSITY OF CALIFORNIA AT RIVERSIDE. HE PRESENTLY SERVES AS THE PRESIDENT OF GEORGIA SOUTHERN COLLEGE IN STATESBORO, BUT THIS IS SIMPLY THE CAPSTONE OF A DISTINGUISHED CAREER IN TEACHING AND ADMINISTRATION WHICH HAS TAKEN HIM TO COLLEGES AND UNIVERSITIES IN EVERY REGION OF THE NATION. DALE HAS BEEN A PROLIFIC AUTHOR AND SPEAKER ON BEHALF OF RURAL AMERICA, AND CURRENTLY CHAIRS THE COMMITTEE ON AGRICULTURE, RENEWABLE RESOURCES, AND RURAL DEVELOPMENT FOR THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES. HE SERVED AS CO-CHAIR OF THE PROGRAM SUBCOMMITTEE FOR THIS CONFERENCE, AND HE WILL BE PRESIDING OVER THE REMAINDER OF THIS OPENING SESSION OF THE CONFERENCE. I AM PLEASED TO PRESENT DR. DALE W. LICK.

* * *

(DR. WORTHINGTON TO REMAIN ON PODIUM TO HEAR DR. LICK, JIM JESS AND BILL NORTH.)

NATIONAL RURAL EDUCATION CONFERENCE

MAYFLOWER HOTEL

JUNE 28-30, 1984

11:30 A.M., SATURDAY, JUNE 30 - GRAND BALLROOM

CLOSING COMMENTS - DR. ROBERT M. WORTHINGTON

A LOT OF YOU HAVE SAID TO ME, "THIS IS TOO GOOD TO BE TRUE!" THROUGHOUT THE CONFERENCE, AND ESPECIALLY IN FRIDAY'S MORNING SESSION, CONCERN WAS EXPRESSED FOR THE EXTENT TO WHICH THE DEPARTMENT OF EDUCATION AND THIS ADMINISTRATION IS SUPPORTING AND WILL SUPPORT EFFORTS TO IMPROVE EDUCATION IN RURAL AMERICA. I WANT TO TAKE THIS OPPORTUNITY TO REPEAT OUR COMMITMENT TO RURAL EDUCATION MADE BY SECRETARY BELL AT OUR OPENING SESSION AND TO ASSURE YOU THAT TO THE EXTENT THAT RESOURCES ARE MADE AVAILABLE TO THE DEPARTMENT OF EDUCATION BY YOUR ELECTED REPRESENTATIVES TO THE CONGRESS, WE WILL DO EVERYTHING IN OUR POWER TO HONOR THE PLEDGE TO ASSURE EQUITY FOR RURAL EDUCATION AS STATED IN OUR POLICY STATEMENT. I ALSO WANT TO SHARE WITH YOU ONLY A FEW OF THE ACTIVITIES, INCLUDING A NUMBER THAT INVOLVE THE EXPENDITURE OF FUNDS, THAT WE ARE ALREADY HARD AT WORK ON IN SUPPORT OF THE DEPARTMENT'S RURAL EDUCATION INITIATIVE AND POLICY STATEMENT:

ON THE INTERAGENCY LEVEL (ALL FEDERAL AGENCIES - GOVERNMENT

WIDE), WE HAVE ESTABLISHED A SUBCOMMITTEE ON RURAL EDUCATION, WHICH I CHAIR AND DUANE NIELSEN VICE-CHAIRS, FOR THE FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE), CHAIRED BY SECRETARY BELL. WE ARE WELL ALONG ON:

1. DEVELOPING AN INVENTORY OF ALL RURAL EDUCATION PROGRAMS IN EXISTENCE IN OTHER FEDERAL AGENCIES AS WELL AS THE DEPARTMENT OF EDUCATION, AND;

2. DEVELOPING A COMPUTERIZED DATABASE FOR RURAL EDUCATION PROGRAMS.

ON THE INTRA-AGENCY LEVEL, AS YOU KNOW, WE'VE ESTABLISHED THE DEPARTMENT'S INTRA-AGENCY COMMITTEE ON RURAL EDUCATION. AMONG ITS ACCOMPLISHMENTS ARE THE FOLLOWING:

1. THE DEVELOPMENT OF THE NATIONAL RURAL EDUCATION POLICY STATEMENT THAT SECRETARY BELL SIGNED ON AUGUST 23 OF LAST YEAR AND, I SUBSEQUENTLY ANNOUNCED THE FOLLOWING OCTOBER 17 ON BEHALF OF THE SECRETARY AND THE DEPARTMENT.

2. THE ESTABLISHMENT AS A REGULAR FEATURE OF OUR BI-MONTHLY MEETINGS, INDIVIDUAL REPORTS FROM EACH MEMBER OF THE COMMITTEE REPRESENTING ALL DEPARTMENT OF EDUCATION OFFICES, ON ACTIVITIES THAT EACH OF THEIR RESPECTIVE OFFICES HAVE INITIATED IN SUPPORT OF THE NATIONAL RURAL EDUCATION POLICY STATEMENT.

3. THE ESTABLISHMENT AS A CONTINUING ACTIVITY OF THE COMMITTEE THE REVIEWING OF EDUCATION LEGISLATION, REGULATIONS, POLICIES AND PROCUREMENT ACTIVITIES FOR THEIR EMPHASIS ON RURAL EDUCATION.

4. THE DEVELOPMENT OF TWO ANNUAL REPORTS TO THE SECRETARY ON THE DEPARTMENT'S RURAL EDUCATION ACTIVITIES. AS SECRETARY BELL MENTIONED IN HIS KEYNOTE ADDRESS THE THIRD IN THIS SERIES OF REPORTS IS PRESENTLY BEING COMPLETED BY THE COMMITTEE. WE EXPECT TO HAVE IT ON THE SECRETARY'S DESK IN EARLY AUGUST.

5. THE DEVELOPMENT OF ARTICLES AND A REGULAR COLUMN FOR MAJOR RURALEDUCATION NEWSLETTERS, SUCH AS, THE RURAL EDUCATION ASSOCIATION'S REA NEWS AND PARTICIPATION IN STATE, REGIONAL AND NATIONAL RURAL EDUCATION MEETINGS AND CONFERENCES.

6. THE ESTABLISHMENT OF A SUBCOMMITTEE ON DATA, CHAIRED BY DR. FRED DECKER, DEPUTY ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT. THE SUBCOMMITTEE WILL MAKE RECOMMENDATIONS TO US ON WHAT SHOULD BE OUR DATA ACQUISITION AND ANALYSIS PRIORITIES. THOSE RECOMMENDATIONS WILL BE GREATLY INFLUENCED BY THE INPUT THAT WE RECEIVE FROM YOU THROUGH DORIS HELGE WHO HAS DISCUSSED THAT PROCESS WITH YOU.

IN ADDITION, AS A RESULT OF THE LEADERSHIP THAT THE COMMITTEE IS DEMONSTRATING IN RURAL EDUCATION, A NUMBER OF THE PRINCIPLE

OFFICES WITHIN THE DEPARTMENT HAVE UNDERTAKEN SEVERAL FUNDED INITIATIVES:

1. THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS (OBEMLA) HAS COMMISSIONED A STUDY TO DETERMINE HOW MANY OF THE APPROXIMATELY 500 CENTERS/PROJECTS THAT IT FUNDS SERVE RURAL COMMUNITIES. THE RESULTS OF THAT STUDY AND OTHERS WILL INFLUENCE THE FUTURE DEVELOPMENT OF OBEMLA POLICY AND FUNDING PRIORITIES.

2. THE OFFICE OF POSTSECONDARY EDUCATION IS CURRENTLY FUNDING SUCH RURAL EDUCATION FOCUSED PROJECTS AS THE ACTION AGENDA PROJECT THAT IS ADMINISTERED BY MURRAY STATE UNIVERSITY.

3. THE OFFICE OF ELEMENTARY AND SECONDARY EDUCATION HAS ESTABLISHED AN IN-HOUSE TASK FORCE ON RURAL EDUCATION. IT IS ALSO CURRENTLY REVIEWING A PROPOSAL TO LESSEN THE PAPERWORK BURDEN ON SMALL AND RURAL SCHOOLS IN APPLYING FOR FEDERAL GRANTS AND IN REPORTING ON THOSE GRANTS.

4. WITHIN MY OWN OFFICE OF VOCATIONAL AND ADULT EDUCATION, I AM PROUD TO SAY, VOCATIONAL EDUCATION HAS ALWAYS HAD A STRONG RURAL ORIENTATION. NONTHELESS WE ARE STRIVING TO STRENGTHEN OUR COMMITMENT TO RURAL EDUCATION. IN THAT REGARD, WE ARE COMPLETING THE DEVELOPMENT OF A RURAL EDUCATION INITIATIVE THAT WILL INCLUDE INVESTIGATING POSSIBLE SOURCES OF FUNDS TO SUPPORT ADDITIONAL EFFORTS IN RURAL VOCATIONAL AND ADULT EDUCATION. IN WEST VIRGINIA, WE

ARE ONE OF THE PARTNERS IN FUNDING A MULTI-MILLION EFFORT (INCLUDING $650,000 IN FEDERAL FUNDS) TO DEVELOP A STATEWIDE COMPUTER NETWORK IN EDUCATION. THE OTHER PARTNERS INCLUDE THE APPALACHIAN REGIONAL COMMISSION, THE WEST VIRGINIA STATE EDUCATION AGENCY, AND LOCAL EDUCATION AGENCIES. THE GOAL OF THIS MULTI-MILLION DOLLAR EFFORT IS TO MAKE AVAILABLE COMPUTER LITERACY INSTRUCTION TO EVERY STUDENT BY INSTALLING MICRO-COMPUTERS IN EVERY SCHOOL. WE ARE ALSO CURRENTLY SUPPORTING OTHER RURAL EDUCATION PROJECTS, SUCH AS, A PROJECT TO DEVELOP RURAL HEALTH AIDES IN SOUTH CAROLINA; AND, OF COURSE, OUR BASIC GRANT PROGRAM TO ALL THE STATES SERVE RURAL AMERICA. IN ADDITION , WE HAVE MADE PROGRESS IN DEVELOPING OUR TELECOMMUNICATIONS INITIATIVE WHICH WE EXPECT TO BENEFIT RURAL EDUCATION AS WELL AS OTHER DISCIPLINES.

DEPARTMENT OF EDUCATION

RURAL EDUCATION COMMITTEE

FISCAL YEAR 1985 MANAGEMENT PLAN

I. INTRODUCTION

A. Review of Fiscal Year 1984 Accomplishments.

1. Participation in the Planning and conducting of a National Rural Education Conference. The Conference theme was, "Building Partnerships for Quality Education in Rural America." Approximately 700 persons participated in the various activities sponsored as part of the Conference. Program participants included a governor, a Chief State School Officer, two cabinet level federal officials, a representative from the White House, the Co-chairman of the Congressional Rural Caucus, and other recognized national leaders in rural education.

2. The authorship of several articles on the Department's rural education activities for publication in major rural education newsletters.

3. The formal announcement of the issuance of the Department of Education's National Rural Education Policy Statement on October 17, 1984 at the seventy fifth Annual Conference of the Rural Education Association in Manhattan, Kansas. The announcement was made by Dr. Robert M. Worthington, Chair, Department of Education Rural Education Committee.

4. The dissemination of over two hundred copies of the Policy Statement to recognized national leaders in rural education with each covering letter personally signed by the Chair of the Rural Education Committee.

5. The publishing of the Policy Statement in the April 9, 1984 issue of the Federal Register that generated between 50 and 100 inquiries.

6. The establishment, as a standard feature of each meeting, the reporting by Committee members on the rural education activities of their respective offices in support of thePolicy Statement

7. The development of the Fiscal Year 1983 Report to the Secretary on the Department's Rural Education Activities.

8. The establishment of a Subcommittee on Data that is developing recommendations on how to best go about improving the quantity and quality of data on rural education.

B. Possibilities and Opportunities

1. To establish the REC as the authoritative voice on broad issues relating to the policies and procedures of the Department of Education that affect equity for rural education.

2. To establish the REC as the communications and coordination link among the various offices within the Department of Education and between the Department of Education and other Federal agencies.

3. To establish the REC as an in-house "think tank" on rural education.

4. To significantly improve the delivery of educational services to rural communities in terms of both quantity and quality.

5. To promote "equity" for rural education in the allocation of information, services, assistance and funds available from and through the Department of Education and its programs.

6. To provide a coordinated approach to rural education and rural family education within the Department of Education.

7. To promote the establishment of new partnerships in rural education that include the private sector as a full partner.

8. To continue the tremendous progress that has been made in implementing the Department of Education historic National Rural Education Policy Statement.

9. To foster the fullest feasible utilization of state-of-the-art educational technology in efforts to improve the delivery of education services and programs to rural america.

II. FY 1985 Objectives and Procedures

A. Objectives

	FISCAL YEAR 1985 O N D J F M A M J J A S
1. Organize Committee and set FY'85 Agenda.	
(a) Review FY'85 Management Plan at first meeting in FY'85.	o
(b) Appoint a subcommittee for each objective in Plan.	o
2. Plan and conduct a national forum on rural education.	
(a) Review the results and evaluation of the Fiscal Year 1984 National Rural Education Conference.	n
(b) Develop and implement plan for organizing and conducting forum.	d===========j
(c) Conduct forum.	j
(d) Conduct follow-up activities.	j===s
3. Make presentations at annual conferences of major rural education associations and professional organizations.	o f
4. Prepare articles on rural education for publication in newsletters and magazines, such as, "REA News" and American Education.	n f m a
5. Plan and conduct a series of briefing seminars for Department of Education employees on the Department's rural education initiative.	
(a) Develop and submit plan for review and approval of full Committee.	d
(b) Conduct seminars and briefings	j f m a m j

	FISCAL YEAR 1985 O N D J F M A M J J A S
6. Develop a research and demonstration projects agenda for rural education.	
(a) Review recommendations flowing out of National conference.	n===j
(b) Solicit input from field and REC members.	f
(c) Submit recommendations for review and approval by full Committee.	m
(d) Submit to Secretary for review and approval.	a
7. Finalize report of Subcommittee on Data.	
(a) Examine results of survey on data priorities conducted during National Conference.	o
(b) Examine results of FICE study.	n
(c) Incorporate findings and data from the above in report.	d
8. Continue series of reports at Committee meetings on progress made in implementing the policy statement.	o===d===f===a===j
9. Prepare FY 1985 Report to the Secretary on the Department's Rural Education Activities.	
(a) Set deadline for submission of contribution to report from offices represented on the REC.	m
(b) Submit draft report for review and approval of the Chair of the REC.	a
(c) Revise as necessary and submit to the Secretary of Education.	s

	FISCAL YEAR 1985											
	O	N	D	J	F	M	A	M	J	J	A	S
10. Prepare FY 1986 Management Plan.												
(a) Prepare draft plan for review and comment by REC members.										j		
(b) Revise as necessary.											a	
(c) Submit to the Chair of REC for review and approval.												s
(d) Revise as necessary and distribute widely.												
(e) Include in FY'85 Report to the Secretary.												s
11. Prepare briefing papers on major issues relating to rural education.												
(a) Identify issues.	o											
(b) Prepare appropriate position papers for review and approval by REC.							a					
(c) Distribute widely in the Department and in the field.												s
12. Develop and initiate plan to coordinate REC activities with the Negotiated Investment Strategy Initiative.												
(a) Submit draft plan for review and approval by full Committee .			d									
(b) Revise as necessary and implement.				j								
(c) Prepare final report with recommendations for future efforts.						m						
13. Prepare proposal for initiating a "Secretary's Awards" program for rural education programs and projects.												

		FISCAL YEAR 1985											
		O	N	D	J	F	M	A	M	J	J	A	S
	(a) Determine feasibility of establishing the "Awards" initiative.	o											
	(b) Submit recommendations to full Committee for review and approval.		d										
14.	Prepare directory of new Partnerships in Action Projects initiated on the State and local levels in rural education since National Rural Education Conference.												
	(a) Collect available data.	o============a											
	(b) Compile into a comprehensive directory.									m			
	(c) Distribute directory widely.										j		